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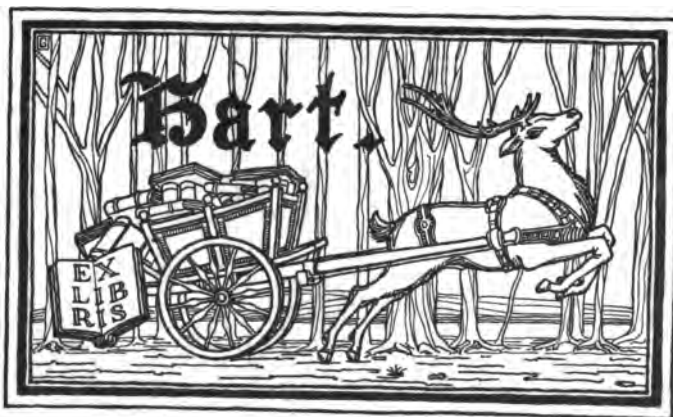
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Albert Bushnell Hart

STUDENTS' OUTLINE

FOR THE

History of the United States

BY

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WITH AN INTRODUCTION BY

ALBERT BUSHNELL HART

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CHICAGO

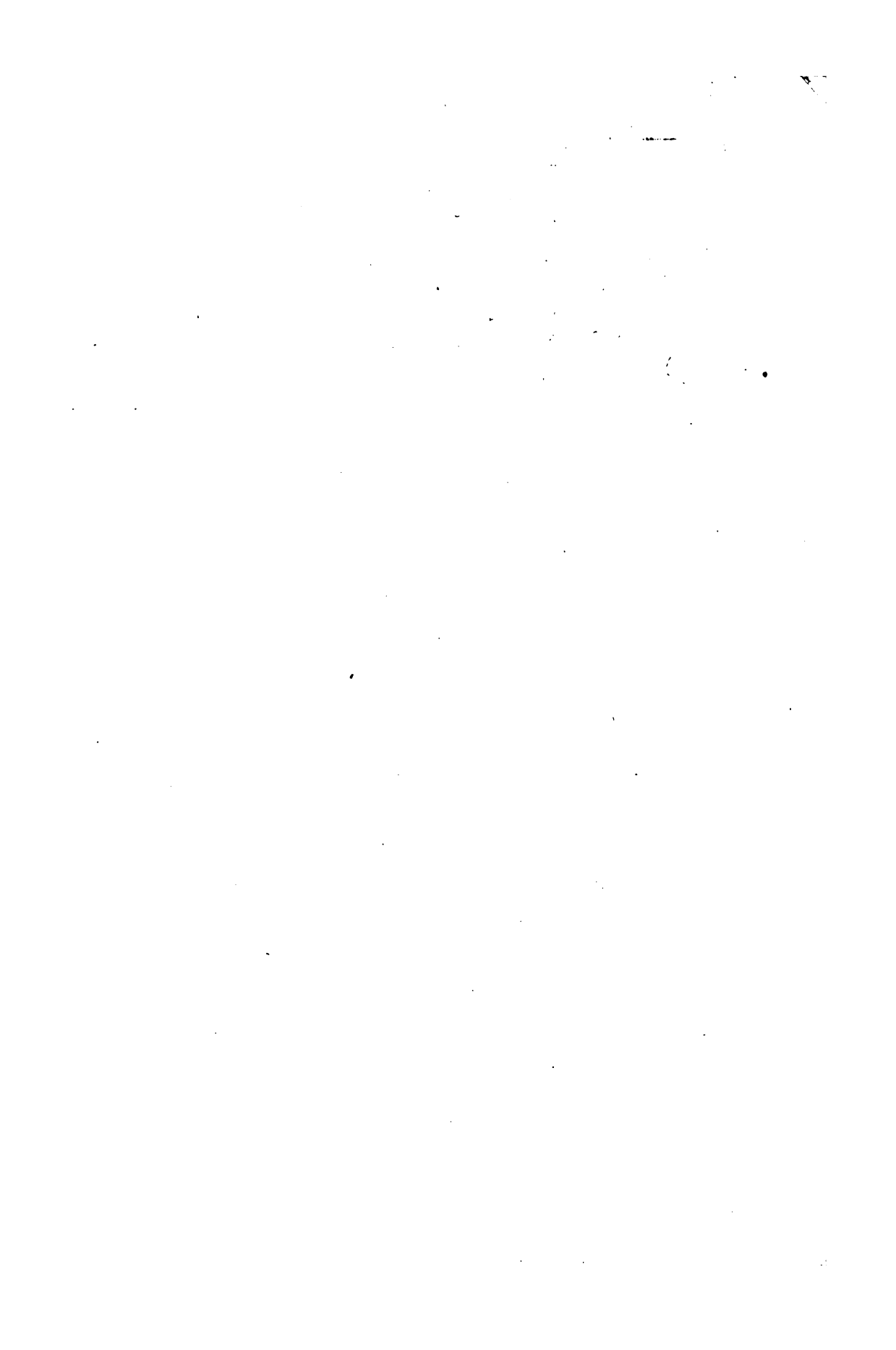
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PREFACE

This outline has its origin in the demands of the author's own classes, the growing interest in the better teaching of history, the many requests from teachers for a work that will enable them to carry on the source or library method without a larger expenditure of time in preparation than they are able to give, and in the need of a work to enable academies, high schools, and normal schools to meet the requirements of the conference of American Colleges which recommended as the minimum of American History for college entrance: "At least one year's work by the library method with one or more topics by the source method."

It is believed that this outline meets, to a fuller degree than any other work now published, the recommendations of the Committee of Ten which say: "The course that best prepares for college entrance is the course that best prepares for actual life,

"That the method of study by topics be strongly recommended as tending to stimulate pupils and to encourage independence of judgment.

"That in all practical ways an effort should be made to teach the pupils in the latter years to discriminate between the authorities, especially between original sources and secondary writers.

"That no formal instruction in political economy be given in the secondary schools but that, in connection particularly with United States history, instruction be given in economic topics.

"That the teaching of history should be intimately connected with the teaching of English; first, by using historical works or extracts for reading; second, by writing English compositions from subjects drawn from the historical lessons."

In addition to meeting these requirements, this outline removes some of the strongest objections to the outline method.

First, by giving abundant references to both sources and secondary writers, the objection that pupils lose too much time in aimless hunting, is taken away.

Second, by calling for connective narratives or biographies, at the close of the various periods of our history, the strongest objection that the topical method leaves the information in a disconnected, unorganized state, in the pupil's mind, is entirely removed and the pupil is left much stronger in ability to analyze and to synthesize than he would have been if he had used a narrative text only, for in the narrative text, another has both analyzed and generalized for him.

The objection that it consumes too much time comes from a false conception of what constitutes history, and what is the real aim of history study. The idea that it is a narrative, leads to the idea that so much of it must be committed by each student each term regardless of growth in power to judge of historic events. But if the aim be power to judge wisely, to know, to feel, and to do right, then the teacher will be willing to assign fewer topics if by so doing a deeper insight into each may be gained. But in the end time is saved. Time is always saved by presenting our subjects in accordance with the laws of the human mind. Like a wise gardener, who prepares his soil before he plants his seed, an outline prepares the pupil's mind before it presents facts. When a pupil has read a topic or a question from his outline, and then goes to look it up, he goes for a purpose; and when the information is found it gives pleasure because there was desire, and it is more easily remembered because the mind was prepared to receive it.

There is little in this outline that is original. The author has read everything that he could find on methods of teaching history and from that reading and eight years'

experience, what is herein outlined has gradually taken form. The author finds himself indebted to President J. P. Peterson, Principal W. H. Blakely, Professor J. F. Monk, Miss Kate Cruikshank, and especially indebted to the following which constitutes his HISTORY TEACHER'S LIBRARY.*

Fling and Caldwell's *Studies in History*, \$1.00, Ainsworth & Co., Chicago.
 Fling's *Outline of Historical Method*, 60 cents, Ainsworth & Co.
 Channing and Hart's *Guide to American History*, \$2.00, Ginn & Co., Chicago.
 Report of the Committee of Seven, 50 cents, The Macmillan Co., New York.
 Report of New England History Teachers' Association, The Macmillan Co.
 Report of the Committee of Ten, 30 cents, American Book Co., Chicago.
 Hinsdale's *How to Teach and Study History*, \$1.50, D. Appleton & Co., Chicago.
 Klem's *European Schools*, \$1.50, D. Appleton & Co.
 Mace's *Method in History*, \$1.00, Ginn & Co.
 Kemp's *Outline of Methods in History*, \$1.00, Inland Educator, Terre Haute, Ind.
 Hall's *Methods of Teaching History*, \$1.00, D. C. Heath & Co., Chicago.
 Fitch's *Lectures on Teaching*, \$1.00, E. L. Kellogg & Co., N. Y.
 Russell's *German Higher Education*, \$1.90, Longmans, Green & Co., N. Y.
 Droysen's *Principles of History*, \$1.00, Ginn & Co.
 Barnes' *Studies in Historic Method*, \$1.00, D. C. Heath & Co.
 Freeman's *Methods of History Study*, out of print.
 Hart's *Studies in Education*, \$1.25, Longmans, Green & Co.
 Harrison's *The Meaning of History*, \$2.25, The Macmillan Co.
 Macaulay's, Emerson's, and Carlyle's *Essays on History*.
 Langlois and Seignobos' *Introduction to the Study of History*, Henry Holt & Co.

*Any book mentioned in this Outline will be sent postpaid on receipt of the price named by Ainsworth & Co., Publishers, 378-388 Wabash Ave., Chicago, Ill.

INTRODUCTION

Aims and Methods of History Study

In this age of rapid advancement, educational methods, if they attempt to keep pace, seem revolutionary, but educational aims and methods must advance with civilization or we educate for a life and a time that are past. History methods may be the last to change, but they are none the less certain. The new history teaching has a more definite, if not a somewhat different aim from that which has characterized the past.

2. It is needless to say that the purpose of history study is to make wiser, better citizens, and that to do so it must give culture and power to judge of historic events. Our government rests upon the theory of full and free discussion of all public questions, final decision by the majority, and then submission of ruled and rulers alike to the will of the sovereign people. Our ideal then requires of each citizen, infinite wisdom on all public questions, and a desire and a will to have that comes to pass, which is for the greatest good to the greatest number. Of course this is attainable only to a degree. History, if properly taught, does more than any other branch to realize this end.

3. In America, public opinion is legion. Legislatures and congresses, officers from the President and his cabinet down, all bow in humble submission to the dictates of that unseen but clearly heard something, which is really the voice of the masses asking for what they believe to be wise. While we are all formers of public opinion, yet what an opportunity and what a responsibility has the teacher of history! What an opportunity to start pupils in the way of forming the habit of broad accurate observing, cool calculating judging, of desiring that that shall come to pass which will be for the ultimate good to the greatest number? Who can ask an opportunity to do more for his country?

4. In a government as large as ours, pure democracy is impossible. We must have delegated power. The American should be a wise judge of men. Of their ability and their motives, he should be taught to judge quickly and accurately. No other branch in the common school course, literature possibly excepted, gives a direct study of human nature. Of course, history is more than biography. We must not carry the personal side to the extreme, but let principles receive their share of attention.

5. Before the days of printing a democracy as large as ours, without slavery, could not exist. In Greece, it was necessary for the citizen to give so much of his time attending to public duties, that he was dependent upon slaves for his daily bread. But with us, slavery is a matter of the past, so the American must be put in the way of mastering the public questions in a short time, from a printed page and as far as possible during his hours of recreation. Therefore, history, in our public schools, should create and cultivate a real capacity for and a genuine love of *history study*.

6. In these days of political parties and partisan newspapers the American must learn to judge of sources of information. There can be no true history study where there is no attempt to teach the student to judge of his sources of information. Those who have given the matter little attention, will be surprised to learn the extent to which our present methods tend to set the pupil in the habit of taking for granted anything that is printed, especially if printed in a book. Tests made here lead us to believe that ninety per cent of our pupils get no culture and discipline in judging of sources of information.* If additional investigations should prove this to be true, they prove that the demagogue has an opportunity that is dangerous. Memorizing of facts is not

*See Fling and Caldwell's *Studies in History*, p. 310.

more important than inquiries as to the author's opportunity for finding the truth about the matter and inquiries as to his honesty, his freedom from prejudice, and his ability to say just what he means.

7. Scientific history work demands more than this; it demands that the teacher call attention and give culture in judging of whether an author prejudices the reader by saying much on one side of the question and leaving little or nothing said on the otherside. Perhaps the demagogue has no opportunity, certainly he makes use of no opportunity oftener than of the opportunity to gain his point by telling just one side of the story that is by over emphasizing his side of the story.

8. But it must not be thought that memorizing has no place in scientific history study. One result from history study should be the acquisition of a body of facts that will serve as a basis for future reasoning on historic events.

9. To sum up, history study must awaken a deep interest in the study, must give culture in judging of sources of information, of men and events, of laws, of institutions, of stories and poems, of inventions and discoveries. The American must know what all these mean and where they are leading, for with him is the responsibility of deciding between them. The flag on the school house is good so far as it goes, but the pupil must be brought to realize the fact that the American who is too careless or too lazy to get himself well informed on the history of his country for the past and present is no patriot. True patriotism is not tested by animal courage that leads one to shoulder a gun and face an enemy but it is tested by moral courage that leads one to study carefully the situation and then act fully to the dictates of what he knows to be right.

10. Now what method will come nearest meeting all these requirements? Those who have tried the different methods and who have watched results, claim that the method that comes nearest meeting all requirements is the

SOURCE OR LIBRARY METHOD.

11. This is a method of studying history just as a great historian would study a topic if he intended to write about it. It is a method of studying history much as a natural science is studied in a good laboratory. The writer once witnessed what he calls an ideal recitation in Zoology, at least so far as the teaching part was concerned. The teacher gave each member of the class a list of topics or suggestions for observation; with these topics, note paper and pencils, the class passed to the laboratory where they proceeded to examine the clam and to make notes of they what observed. The teacher as he passed from pupil to pupil, suggested that they look here or look there and note what they should find. After the notes were taken, the class passed to their seats where, from their notes, they proceeded to make an outline for an essay on the clam. After the teacher had approved of their outlines, they wrote their essays; then they were ready for their reading from the narrative texts. This reading was to see wherein they had observed well and wherein their conclusions or generalizations agreed with those of the great writers, and incidentally to receive suggestions for future observations.

12. In much the same way a pupil studies history by the source method. From the *geography of the country*, from the *buildings and remains from works of art*, or next best, *pictures* of them, from the events themselves, or next best, *records made by eye and ear witnesses* and preferably, persons who actually took part—from such, technically called *sources*, the pupil gathers his notes from which he makes his outline. After the teacher has examined this outline which may vary from the most general outline to the most carefully and thoughtfully arranged brief, the pupil makes the needed corrections and then he is ready to write his essay.

13. Lessons, where the aim is power to judge and to generalize, may be left with the brief or outline. But for the complete process, the pupil must go on and write his

essay. Then in either case, he is ready for his reading from the narrative texts. This reading must not be underestimated. It shows wherein the pupil has observed carefully and whether his generalizations agree with those of great historians who give their lives to the subject. Of course if they do not agree, the pupil must look for the cause. It may be in his work. It may be he has not access to some source that the writer of the narrative had, if so he must suspend judgment for want of evidence. This often happens and is one of the most valuable lessons from history study and, if properly handled, will do more than anything else to whet the appetite for further and deeper study. History so taught becomes as deep a thought study as mathematics and gives as good returns in mental growth, with the moral culture in addition. The library method differs from the source method only in the places from which information is gained. By the library method, the pupil gathers his notes from either sources or secondary writers, which in this outline are called authorities.

14. This serious study of history is most fruitful if a basis for apperception and generalization has been laid by: first, observation; second, imagining; third, reading.

15. That is, a pupil should be taught as a regular part of his nature study work to observe the processes of history making which are going on all around him. Human life, institutions, manners, occupations, officers, courts, conventions, town-meetings—all must be carefully, thoughtfully observed that he may be the possessor of a body of facts that will enable him to know and feel the events which he is to study. Then he is to be taught to image clearly historic places and events, and third, he is to read one or more good narratives on each period or phase of our history. This reading may be, as it is, for example, in Swinton's Readers, a part of his regular reading work; or it may be taken as his supplementary reading. A list of works for such reading has been given in the bibliography under the heading, "Books for children to read."

SUGGESTIONS FOR USING THIS OUTLINE.

16. History may be defined as that study which aims to find and interpret the events and influences that have gone to make a people what they are. Its first problem, then, is to find the evidences of the events and influences (sources and authorities), so the first thing a teacher or a guide should do for a pupil is to tell him where he is to find his information.

17. It has been said that whenever a German general moved his army to a position which it was to occupy for some time, he summoned his under officers, and with a map of the country spread out on the floor before them, gave them a "quiz" on the lay of the land, that they might know what were the special points of vantage and of danger, in what way nature favored them, and in what way she was against them, what roads ran out from the place—in short, the military topography of the country. When the lesson was completed, the men were sent forward to their posts, and it was said that to surprise men thus prepared was well nigh impossible. Just so the wise teacher begins her study of history.

18. Again it has been said that history possesses unity, that the seed for the discovery of America was planted away back in the ancient nations, and so the wise teacher leads her pupils to know and feel that American history is the consummation of all that has gone before. Though this will make the history of our country appear, as it is, relatively short, it will not make it appear any less powerful for the advancement of the human race.

19. When the connected narratives are reached, careful attention must be given to organization, that is to seeing that the pupil gives to each part of his subject the relative space that, by its importance, it is entitled to; and that he cuts out all that does not bear on his subject. Where teachers have their pupils work up the other

topics by the source method, they must have as careful attention given to organization.

20. Not all of the topics should be worked up by the source method. Some should be left with the notes gathered, others with the outline or brief. The danger is that the teacher will not decide in advance just how much to be done and then hold each pupil to that as a minimum. If this is not carefully attended to, the class will become demoralized, some doing all the work, others doing nothing.

21. The pupil must be cautioned against trying to use all of the references. One or two mastered will be better than all skimmed over. On the other hand one book is not sufficient. We do not all have the same apperceptive power. Two pupils reading the same book may get very different ideas. In giving references, I have tried to avoid two extremes. First, where the work referred to is small and the topic a prominent one, I have not given chapter or page, for this would deprive the pupil of two very valuable opportunities, (1) to gain facility in handling reference works, (2) to resist the temptation to stop to read a topic because he "happened to run across it." When he goes to look up a topic, he goes for a business-like purpose, and his growth in character demands that he lay everything else aside until that purpose is accomplished. The second extreme which I tried to avoid was that of giving the reference so vaguely that the pupil would get discouraged "hunting through that ponderous volume." Where I thought such might be the case, I gave volume, chapter, and often, page.

22. In the study of wars, it seems to me that the American needs to know more about the causes, the comparison of antagonists, and the results, leaving the details of military campaigns to those who make war a profession.

23. The questions at the bottom of the pages are not intended to take the place of those asked by the teacher during the recitation, but are put in to awaken interest and thought while preparing the lessons, and to start the mind on the road to applying some of the lessons.

24. The important events under the administrations may be read as current events; and one or more assigned to each pupil to be reported on more fully. The "great problems in American history" may be worked up as the parts of which each paragraph treats are reached or they may be left out until the last and then worked up as a test of the pupil's ability to apply the powers gained from his history study. The writer uses both methods, with some of the questions one method and with others the other method.

25. The final result of the work should be: (1) Power to think; (2) Power to express these thoughts in good language; (3) Power to judge of human nature; (4) Growth in desire to tell and to appreciate straight, unadorned truth; (5) Growth in natural tendency to ask for good, sufficient evidence before believing a statement on an important subject; (6) Growth in power to suspend judgment for want of evidence; (7) A realization that at best but a small part of the nation's history is read, much less studied; this if carefully guided leads to a deep, permanent interest in the subject; (8) Power to judge of historic events from the current literature on these events. This is how the American must judge, if he judges at all.

NORTH AMERICA

References: School Geographies, School Histories, Encyclopedias, Strong's *Our Country*, Thwaites's *The Colonies*, Doyle's *Colonies*, Lodge's *Colonies*, Fisher's *Colonial Era*, Patton's *Resources of the U. S.*, Shaler's *Nature and Man in America* p. 208-283, Large Histories, Government Reports and Maps, Library of American Literature Vol. I, p. 15-128.
Bibliography: Channing and Hart's *Guide to American History* p. 227-233, and back of this outline.

1. **Situation:** What is the latitude?
Longitude?
2. **Area:** How many square miles? How many times the U. S.?
How many times your state?
3. **Slopes:** How many great slopes?
4. **Coast:** Is it broken or regular?
Where are there good harbors?
5. **Climate:**
6. **Plants:** Give a list of principal native plants.
7. **Animals:** Principal native ones.
8. **Minerals:** What and where found?
9. **Population:** What was it estimated at in 1492?
What is the population now and where is it densest?
10. **Occupations:** Tell what you can of where carried on and what led to each. Agriculture.
Mining.
Manufacturing.
Commerce.

QUESTIONS: 1. North America is how many miles west of Europe? 2. What parts of Europe are in the same latitude? 3. What part of Europe has about the same climate? 4. Compare their occupations? 5. From the direction of the prevailing wind and ocean current, what do you think would be the route of sailing vessels (a) from Europe to America, (b) from America to Europe? 6. What part of the country do you judge Europeans would see first? 7. What plants and animals were unknown in Europe until after the discovery of America? 8. Which has the larger slopes?

THE INDIANS

Sources. Caldwell's *American History* (see index;); Sheldon's *American History* (see index;); Hart's *Source Book* (index;); Hart's *American History told by Contemporaries*, Vol. I and II, (see index;); Higginson's *Book of American Explorers* (index;); *South Leaflets*, No. 29, 33-36 and 39, 88; *Library of American Literature*, Vol. I, p. 10-17, 42-43, 147-49, 162-65, 185-88, Vol. II, p. 30-2, 52-71, 274-77, Vol. IV, p. 36; Tyler's *American Literature during Colonial Times* (see index;); *Reports of the Bureau of Ethnology*; George B. Brushe's Paintings; *Reports of the Commissioner of Education*.

Authorities. School Histories; Grinnell's *Story of the Indian*; Starr's *American Indians*; Ellis's *Red Man*; Catlin's *North American Indians*; Palfrey's *New England*, Vol. I, ch. I and II; Larned's *History for Ready Reference*, Vol. I, p. 76-108; Thwaites's, Doyle's, Fisher's Colonies; Andrew's *Last Quarter Century*, ch. VII; Fiske's *Discovery of America*, Vol. I, ch. I; Roosevelt's *Winning of the West*, Vol. I, ch. III, IV; Hildreth's, Bancroft's, Andrew's, Winsor's, Richardson's, Patton's, Abbot's and Scribner's Histories; Helen Hunt Jackson's *Century of Dishonor*; Parkman's *Conspiracy of Pontiac*; Foster's *Pre-Historic Races of the United States*; MacCoun's Historical Geography.

Bibliography. Channing and Hart's *Guide to American History*.

1. What can you say of the Indians' origin?
2. Number in 1492? Now?
3. Character?
4. Habits?
5. Language?
6. Religion?
7. Government?
8. Draw a picture of the Indians' homes.

QUESTIONS. 1. Name and locate at least seven important tribes or nations.
 2. What has become of them? 3. What has been done to civilize the Indians?
 4. What is now being done? 5. Can an Indian become a citizen? 6. How?
 7. Why not leave the Indian to the law of the "survival of the fittest?" 8. To what extent was the Indian at the mercy of nature? 9. The white man of 1492?
 10. Why is it better to be civilized than savage? 11. Write a list of the ways in which our life is better than the Indian's.

*The magazines often contain excellent articles on this study as well as others.

GROWTH OF GEOGRAPHICAL KNOWLEDGE

Sources: Caldwell's *American History*; South Leaflets, No. 30, 32; Reprints of the writings of men named below.

Authorities: School Histories; General Histories; Encyclopedias; Sparks's *Expansion of the American People*, ch. 1; Fiske's *Discovery of America*, Vol. I, ch. iii; Winsor's *Columbus*, Appendix; Winsor's *Narrative and Critical History*; Larned's *History for Ready Reference*; Scribner's *History*, Vol. I, pp. 39-91; MacCoun's *Historical Geography*; Biographies of men given below.

Bibliography: Channing and Hart's *Guide*, p. 234; and Appendix to this outline.

1. **The Phoenecians** (Men of Tyre and Sidon): What countries did they know about? What effect had their commerce and discoveries on other European peoples? When were they the leading commercial people?

2. **The Greeks:** Some time after 490 B. C., Herodotus began to write history, as he says, "in order that the actions of men might not be effaced by time, nor the great and wondrous deeds displayed both by Greeks and barbarians deprived of renown." What effect would that have on explorers and investigators? What did Herodotus know of western Europe?

In 327 B. C., Alexander, king of all Greece, made an expedition to India. What would he find there that Europeans would want? From that time on why should people want a shorter route to India?

Eudoxus, about the fourth century B. C., taught that the earth must be round, because the stars change as we go from Greece to Egypt.

Aristotle, a Greek philosopher who flourished in the fourth century B. C., and who wrote much that we read today, taught that the earth must be round or it could not throw a circular shadow on the moon.

Eratosthenes, about the third century B. C., measured the earth and found it to be about 8,000 miles in diameter and 25,000 miles around.

This knowledge about the shape of the earth was largely lost sight of until about the time of Columbus. What effect would its revival have on the men of Columbus's time?

3. **The Romans:** The Roman geographers wrote glowing accounts of India. Ptolemy, about 150 A. D., "made the oldest maps now in Europe." Ptolemy, Strabo, and Pomponius Mela are all known as the authors of works on geography. During the first century of the Christian era, Pliny the elder makes an attempt in his *Natural History*, to classify animals and plants. What effect has the growth of geographical knowledge and the systematic classification of facts about animals and plants on the superstition of a people? How would that help in the discovery of America?

4. **The Venetians:** About 1271 A. D., the Venetians had a wonderful commerce with the East, and one of their citizens, Marco Polo, made a journey to China and Japan. On his return, he wrote an extravagant account of what he had seen and the wealth possessed by the peoples of the East. What effect would his book have on sailors and adventurers? Columbus is known to have read Marco Polo's book. What effect would that have on Columbus?

5. **The Portuguese:** Just before the discoveries of Columbus, the Portuguese were busy trying to find a route to India around Africa. In 1486 they discovered the Cape of Good Hope. Five years before Columbus discovered America, his brother had gone with the Portuguese to where the coast at the southern end of Africa ran toward the northeast.
6. **The Northmen:** About 1000 A. D. the Northmen settled Iceland and Greenland, and made a voyage to the continent which we call North America. Columbus is known to have visited Iceland, and some think that he heard of the country to the southwest.
7. **The English:** About 1356, Sir John Mandeville (often called "The Father of English Prose"), published his *Voyages and Travels*. This work was written or translated into Latin, French, English, and many other languages. Says Skinner: "He is a remarkable story teller, but many times he is more interesting than trustworthy. In his *Voyages and Travels* is found the extract given below; as it was written a hundred and fifty years before the test made by Columbus, it is especially interesting."

"In that land (probably somewhere in Africa), and in many others beyond that, no man may see the star Transmontane, that is called the star of the sea. and that is immovable, and that is toward the north, that we call the lode star. But men see another star, the contrary to it, that is toward the south, that is called Antarctic. . . . For which cause, men may well perceive that the land and the sea, are of round shape and form. For the part of the firmament sheweth in one country that sheweth not in another country. And men may well prove by experience and subtile compassment of wit that if a man could find a passage for ships that would go to search the world, men might go by ships all about the world, above and beneath."*

QUESTIONS: Each member of the class should make an effort to read and bring to class extracts from Marco Polo and the Sagas. "History has continuity." What does that mean? "Everything that is, is the result of much that went before." Is this proved by the discovery of America? Give reasons for your answer.

*Taken from Skinner's *Studies in Literature*, p. 29-30.

GROWTH OF EUROPEAN INTELLECT

References:* Same as under Growth of Geographical Knowledge.

There is a very good discussion of what these lessons mean and why they are given, in Fling and Caldwell's *Studies in History*, Part II, ch. I and II.

Tell what each of the following had to do in preparing Europeans for the discovery of America.

1. The Portuguese.
2. The Northmen.
3. The English, especially the writings of Sir John Mandeville.
4. The Mariner's Compass.
5. Gunpowder.
6. Invention of Printing and Paper.
7. The Revival of Learning.
8. The Reformation.
9. The Crusades.
10. The Turkish Conquests.

QUESTIONS: 1. Show that history has continuity. 2. Which do you find Europe waited longer for, the invention of printing or the invention of paper? 3. How long before the discovery of America were the Moors beaten in Spain?

*The teacher should not expect beginners to prepare on all of these topics for a single recitation. Either make a number of lessons of it or let each pupil take one or more topics and learn of the others in class.

COLUMBUS

Sources: Caldwell's *American History*; *American History Leaflets*, No. 1; *South Leaflets*, Nos. 29, 33, 71; Hart's *American History*, Vol. I (see index); Higginson's *Book of American Explorers*, ch. II; Sheldon's *American History*, pp. 19-27; Hart's *Source Book*.

Authorities: School Histories; Sparks's *Expansion of the American People*, p. 26; Thwaites's *Colonies*; Fisher's *Colonial Era*; Patton's, Larned's, Bancroft's, Scribner's, Andrews', Richardson's, Winsor's, Higginson's, *Histories*; Irving's *Life of Columbus*; Fiske's *Discovery of America*; Winsor's *Christopher Columbus*; Thatcher's *Christopher Columbus*.

Bibliography: Channing and Hart's *Guide*, p. 535, and back of this outline.

Write an essay telling about:

1. Columbus's birth and parentage.
2. How his early life and education helped him for his future.
3. How he came to think that the world is round.
4. The motives that induced him to undertake his voyage.
5. His struggle for recognition and help.
6. His final success at the Spanish court.
7. His equipment, ships, men, etc.
8. His first voyage, events, route, discoveries, etc.
9. His other voyages.
10. His character.
11. His last years, death, and burial place.

QUESTIONS: 1. If you were in King John's place, would you send the men that he did or would you send Columbus? 2. Why? 3. How many motives do you find Columbus had for desiring to make his voyage? 4. Which do you consider the strongest? 5. Why? 6. Do you believe that a man without a religious motive could go through as much adversity and finally triumph? 7. Can you think of any instances where they have? 8. Do you find anything in Columbus's character that brought on his troubles of his later days? 9. What? 10. From the dictionary, get the definition of "discover," then tell whether you consider the Northmen or Columbus the discoverer of America.

THE DISCOVERERS AND EXPLORERS

Sources: For 1, Sheldon's *American History*, pp. 6-11; Hart's *American History*, *American History Leaflets*, No. 3; Higginson's *Book of American Explorers*, ch. I; Rees's *Windsand*; Hakluyt Society's Publications; For 2, see list under Columbus; For 3, Sheldon, p. 28; *American History Leaflets*, No. 9; *Forum*, June, 1897; *South Leaflets*, 37; Higginson's *Book of American Explorers*, ch. III; For 4, Higginson, ch. III; For 12, *South Leaflets*, 36; Sheldon, pp. 31-34; Higginson, ch. VI; Hakluyt Society's Publications; Hart's *American History*, Vol. I, pp. 57-59; For 13, *American History Leaflets*, No. 13; *South Leaflets*, No. 20; Hart, pp. 60-64; Hakluyt Society's Publications; For 15, *South Leaflets*, No. 111; For 18, *South Leaflets*, No. 94; For 22, *South Leaflets*, 44; For xii, Sheldon's *American History*; Hart's *American History*; Higginson's *Book of American Explorers*; Hakluyt Society's Publications. Authorities: See under Columbus. Bibliography: *Guide* (index).

LEADER.	TIME.	NATIONALITY.	PURPOSE.	WHAT CLAIMS RESULT.
1. Leif,				
2. Columbus,				
3. John Cabot,				
4. Sebastian Cabot,				
5. Ponce de Leon,				
6. Nunez de Balboa,				
7. Cortez,				
8. Magellan,				
9. Narvæz,				
10. Pizarro,				
11. Cartier,				
12. De Soto,				
13. Coronado,				
14. Cabrillo,				

15. Drake,					
16. Raleigh,					
17. Champlain,					
18. Hudson,					
19. Marquette and Joliet,					
20. LaSalle and Hennepin,					
21. Bering,					
22. Lewis and Clark,					
23. Of your own state,					

QUESTIONS: 1. What class of men were the explorers? 2. What seems to have been the purpose of most of the explorers? 3. How many Spanish explorers? 4. Give their names. 5. How many French? 6. Give their names. 7. How many English? 8. Give their names. 9. Take your geography and find the landing place, and if explorer, place explored by each. 10. Whose claims overlap? 11. Who has the best right? 12. Would you be willing to give up if you were the other party? 13. What could you have done about it in those days? 14. What could you do if it were now? 15. On the map trace the route of each. Put name and dates on your lines indicating routes taken.

AN ESSAY ON.....**Sources: ¹****Authorities:**

Collect notes from which to make an outline for an essay on some noteworthy adventure, exploration, or biographical sketch of one of the explorers. From your notes, make an outline for your essay. After your teacher has approved your outline, write your essay,² then compare your narrative with one by some great historian.

1. For references see *Discoveries and Explorations*. Let the student put in his **Sources and Authorities**.

2. Give each topic the relative space that its importance demands. Draw a map to accompany your description.

QUESTIONS: 1. Was your subject typical? 2. Do pages 16, 17, 18 and 19 give names of all who explored or made discoveries? 3. Why? 4. Can you read all of the history on any subject? 5. What should we select, then? 6. Under what conditions would you select an exceptional man or event? 7. By what right does the subject of your essay form a part of American History? 8. From whom did you get your facts? 9. How did he come to know them?

A NARRATIVE OF DISCOVERY AND EXPLORATION

Write a narrative of American history from the beginning to the time of settlement by the English. In the first paragraph, tell of the country; in the second, of the natives; in the next, of the discovery by Leif; in another, of the growth of geographical knowledge and of Columbus and his idea; in another, of Columbus—his voyages, discoveries, etc.; in the sixth, other Spanish discoverers and explorers; and so on of the French, English, Dutch, and of the attempts to colonize. Close with a paragraph giving the condition of affairs at the close of the sixteenth century or about 1600.

VIRGINIA

Sources: Caldwell's *Studies in American History*, No. 1; *American History Leaflets*, No. 27; Hart's *Source Book*; Maynard's *Historical Classic Readings*, No. 2; Higginson's *Book of American Explorers*, chs. IX-XI; Hart's *American History*, ch. X; *Library of American Literature*, Vol. I, pp. 3-90, 445-478. Vol. II, pp. 265-72, 279-87; Tyler's *American Literature During Colonial Times* (index); Henning's *Statutes*; Preston's *Select Documents*; Macdonald's *Select Charters*; Fling and Caldwell's *Studies in History*, p. 257.

Authorities: School Histories; Thwaites's *Colonies*; Doyle's *Colonies*; Fisher's *Colonial Era*; Fisher's *Men, Women and Manners in Colonial Times* Vol. I, ch. I; Lodge's *English Colonies*; Andrew's Higginson's, Patton's, Richardson's, Bancroft's, Scribner's, Larned's, Winsor's, Davidson's *Histories*; Cook's *Stories of Virginia*; Eggleston's *Beginners of a Nation*, pp. 1-97; Fiske's *Virginia and Her Neighbors*; *Library of American Literature*, Vol. II, pp. 335-43.

Bibliography: Channing and Hart's *Guide*, p. 250; see back of this outline.

Write an essay telling about:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Previous attempts to colonize America, where, by whom made, why failures? 2. Why the English wished to colonize, and the formation of the two companies. 3. The colonists, their character, motives, organization, leaders, etc. 4. Colonial life, occupations, and hardships. | <ol style="list-style-type: none"> 5. Changes in government, when, what, why? 6. First Representative Assembly in America, when, where, of whom composed, result? 7. Bacon's Rebellion, time, cause, result? 8. Other events and future growth, as establishment of schools and colleges, industrial development, slavery, etc. |
|--|---|

*Give each topic the relative space in your essay that its importance entitles it to. If the teacher thinks best, put the source of information for each important statement made, below this note and on next page, below the questions.

QUESTIONS: 1. Of whom did the companies get a charter? 2. What right had he to grant it? 3. Who might dispute his right? 4. Because of whose explorations? 5. What special preparation or fitness had the men who were chosen for councilors? 6. Was Bacon's Rebellion justifiable? 7. Give reasons for your answer. 8. On what things of which England knew little or nothing was it necessary for the colony to make laws? 9. Would England think so? 10. Why? 11. Would the colonists? 12. Why? 13. What would result from such conditions?

MASSACHUSETTS

Sources: Caldwell's *American Histories*; *American History Leaflets*, Nos. 29, 25; *South Leaflets*, Nos. 7, 48, 50, 55; Hart's *Source Book*; Higginson's *Explorers*, ch. X, XIV; Hart's *American History*, Vol. I, chs. XIV-XXI, Vol. II (index); Maynard's *Historical Classic Readings*, Nos. 3, 4; *Library of American Literature*, Vol. I, pp. 92-170, Vol. II, pp. 22-36, 90-114; Tyler's *American Literature During Colonial Times*, Vol. I, ch. VI; Bradford's *History*; Arber's *Pilgrim Fathers*; Young's *Chronicles of Massachusetts*; Preston's *Documents*; Macdonald's *Select Charters*; Fling and Caldwell's *Studies in History*, p. 287.

Authorities: School Histories; Fiske's *Civil Government*; Works on colonies and larger histories as given under Virginia; Fiske's *Beginnings of New England*; Drake's *Making of New England*; Ellis's *Puritan Age and Rule*.

Bibliography: Channing and Hart's *Guide*, pp. 264-279.

Write an essay* telling:

1. The story of the Pilgrims, their religion, persecutions, wanderings, why they desired to come to America.
2. From whom they obtained a charter, where they intended to land, how they came to land so far north.
3. Their difficulties and hardships.
4. The compact formed on the Mayflower, the Pilgrim government and character.
5. The coming of the Puritans, who they were, what they believed, their character, etc.
6. Growth of liberalism as shown by Roger Williams, Anna Hutchinson, and others; Puritan intolerance as shown by their persecutions.
7. Unions formed by the colonies.
8. Other events, such as relation, with the Indians, Witchcrafts, Thanksgiving, Printing, Literature, Education, etc.

*See note on page 24.

QUESTIONS: 1. How did the character of these colonists especially fit them for their work? 2. Who chose the better site, the Pilgrims or the Puritans? 3. Which made an important city? 4. Why? 5. What was the nearest white settlement? 6. What other white settlement about the same distance? 7. How long did it take the Roger Williams idea of religious toleration to grow until it became embodied in the Constitution of the United States? 8. Can you find why Massachusetts produced our first great college and educators while Virginia produced our first great general and statesmen?

Sources and Authorities: Same as given under previous colonies. See Bibliography.

A HISTORY OF

Write a history of one of the central colonies, for example Pennsylvania or Maryland. Let the studies on Massachusetts and Virginia give you suggestions for your outline.

QUESTIONS: 1. Can you trace any of our present institutions or customs to the colony of which you write? 2. Can you trace any of them to Massachusetts or Virginia? 3. What industries have been developed by the colony of which you write? 4. Why? 5. Has it produced any great literature? 6. Any great men? 7. Compare it in this respect with Virginia and Massachusetts.

DATES

Memorize the events for which the following dates stand.

1000 B. C.

327 B. C.

1000 A. D.

1492

1498

1512

1513

1539-42

1607

1620

1623

1636

Let the teacher divide the class into Indian, Spanish, English, French, and Dutch representatives and let each defend his people's right to country claimed by the others.

INTERESTING TOPICS CONNECTED WITH COLONIAL HISTORY

1. First Representative Assembly.
2. First written constitution.
3. Laws concerning dress, Sabbath, fires, manufactures, etc.
4. Grand Model in Carolina.
5. Bacon's Rebellion.
6. Laws regarding rum and slaves in Georgia.
7. Royal, charter and proprietary governments.
8. Banishment of Roger Williams and Anna Hutchinson.
9. Salem Witchcraft.
10. Pequod War.
11. Charter Oak.
12. Captain Kidd.
13. William Penn.
14. Origin of Thanksgiving.
15. Pocahontas.
16. Negro Plot.
17. The Huguenots in Carolina.
18. Blue Laws of Connecticut.
19. Free schools established. A short history of the free schools in this country.

20. Postal accommodations. A history of the development of our postal system.*

*The author suggests that no pupil be required to prepare on all of these topics; the page may be omitted when the teacher prefers.

References: See pages 24 and 26, also Bibliography.

NAME AND PLACE	TIME	NATIONALITY	LEADER	GOVERNMENT	RELIGION	REASONS for SETTLEMENT
1. Virginia, Jamestown,	1607	English	John Smith	A Commercial Co.	Church of England	To mine, explore and trade
2. Massachusetts (a) Plymouth, (b) Salem, (c) Boston,	1620	English	Bradford Standish Brewster	Voluntary Association	Independent	To get homes, religious freedom.
3. N. Hampshire,						
4. New York,						
5. Connecticut,						
6. Maryland,						
7. Rhode Island,						
8. Delaware,						
9. N. Carolina,						

10. New Jersey,
11. S. Carolina,
12. Pennsylvania,
13. Georgia,
14. New Mexico,
15. Florida,
16. Canada,
17. Your own state,

QUESTIONS: 1. Judging by the reasons for settlement, what trouble were people having in Europe? 2. If these colonies were to unite, upon what religion could they agree? 3. Define charter government. 5. Which of these colonies had charter governments? 6. Define proprietary government. 7. What had proprietary governments? 8. Define royal government. 9. Name the colonies having that form of government.

COLONIAL LIFE

Sources: Pictures, especially in school histories; Hart's *Source Readers*, Vol. III.; *American History Studies*, No. 1; Hart's *American History*, Vol. I, p. 349 and ch. XIII; Vol. II, part IV; *Fourth Year Book of National Herbart Society*, pp. 30-54; Higginson's *Book of American Explorers*, pp. 263-358; *South Leaflets* Nos. 51, 69; *Library of American Literature*, Vol. I, II, III (see contents); Letters written in colonial times, especially those of the women; State Historical collections; *Autobiography of Washington or Franklin*; Sheldon's *American History* (see contents); Tyler's *American Literature During Colonial Times* (see index under New Englanders, New York, Virginia, etc.).

Authorities: School Histories; Thwaites's, Doyle's, and Fisher's *Colonies* (see contents of each); McMaster's *History of the People of the U. S.*, Vol. I, ch. 1; Fisher's *Men, Women and Manners*; Cooke's *Stories of the Old Dominion*; Lives of any of the men and women of colonial times; Eggleston's *Beginners of a Nation*. For EDUCATION, see Boone's *Education in the United States*, pp. 6-9; Coffin's *Old Times in the Colonies*; Fiske's *Beginnings of New England*; Drake's *On Plymouth Rock*, and *Making of New England*.

Describe or draw a picture of:

1. A log cabin.
2. A block house.
3. The house of a southern planter.
4. A Dutch house.
5. Household furniture, such as chairs, kitchen utensils beds, fire-place.
6. Modes of traveling.
7. Agriculture, modes of and plants cultivated.
8. Manufactures.
9. What can you say of dress and laws concerning it?
10. Observance of the Sabbath and laws concerning it?
11. Punishments, modes of and for what offenses?
12. Means and methods of education?

QUESTIONS: 1. Why was each of the four classes of houses given above built as it was? 2. Which kind do we build now? 3. What advantages offered by any of them? 4. Imagine a colonial table, and then tell of the table, the table cloth, the dishes, the food, and the way it would be served. 5. What are the causes of the change in fashion? 6. Are they justifiable? 7. What advantages had colonial life over our life? 8. Our life over colonial life? 9. For what offenses did the colonists punish that we do not? 10. Should we punish for any of them? 11. Why? 12. What is the purpose of punishment? 13. Do our present methods enable us to realize that end? 14. Did the colonial? 15. How may we improve our present methods? 16. Are we trying it anywhere?

The student will, no doubt, by this time, see the value of our state historical collections. He should be encouraged to form a scrap book, in which he may keep such sources as he may get.

COLLEGES *

References: See Authorities, p. 29; Boone's *Education in the U. S.*; Jameson's *Dictionary of U. S. History*; Larned's *History for Ready Reference*, Vol. I, p. 726.

NAME	Founded	PLACE	Then	PRESIDENT	Now	PRESENT CONDITION
1. Harvard,	1636	Cambridge Mass.	N. Eaton or Henry Dunster		Charles W. Eliot	Excellent. many students. Besides regular college departments, there are departments of theology, law, medicine, science and dental surgery.
2. William and Mary's,						
3. Yale,						
4. Princeton,						
5. University of Pennsylvania,						
6. King's or Columbia,						
7. Brown,						
8. Dartmouth,						
9. Johns Hopkins,						
Of later times:						
10. Cornell,						
11. Chicago,						
12. Leland Stanford,						
Of your own state						

QUESTIONS: 1. Of what use to civilization are colleges? 2. Define a college. 3. Have our colleges ever helped you any? 4. If you answer, yes, give reasons. 5. What advantage has a college over a good library, as a place in which to be educated? 6. Name some of the subjects which the common people have not time or facilities for investigating, but which the colleges have. 7. Of what value is the opinion of a great college man over that of one of us common people?

*This is one of the lessons where it is not best to have all the pupils prepare on all of the topics, but each take one topic, and during recitation let them fill in from each others' notes.

IMAGINED AUTOBIOGRAPHY OF

Sources: *

Authorities:

Write an imaginary autobiography of a colonial boy or girl; deal especially with such of their acts as will bring into your story colonial manners, customs, and traditions. Base your story on historical facts, that is, the persons may be imaginary but their acts, manners, and customs must be true to colonial times and colonial characters.†

*Let the student fill in his Sources and Authorities.

†If there is time, the pupil should read Longfellow's *Evangeline* or *Miles Standish*; Whittier's *Snow Bound*; Works of Sedgwick, Childs, Kennedy, Simms, Cooper, Irving, Hawthorne, Holland, Jarvis, or any standard work of fiction that treats of colonial life.

COLONIAL

Sources: FOR PHILIP'S WAR, Sheldon's *American History*, pp. 83-87; Hart's *Source Book*, 27 and 28; Hart's *American History*, Vol. I, pp. 458-461; *Historical Classic Readings*, 3 and 4. FOR THE OTHERS, Hart's *History*, Vol. II, chs. XIX and XX; *Documents Relative to the Colonial History of New York*, Vol. X; Massachusetts and other state collections. FOR FRENCH AND INDIAN WAR, Washington's *Writings*; Franklin's *Autobiography*; *Library of American Literature*, Vol. II, pp. 63-71, 111, (see contents); *Magazine of American History*, Vol. VIII; *South Leaflets*, No. 73.

WAR	TIME	CAUSE	LEADERS	
			English	French
1. King Philip's.				
2. King William's.				
3. Queen Anne's.				
4. King George's.				
5. French and Indian.				

QUESTIONS: 1. Did the English believe that the French missionaries encouraged the Indians to make King Philip's War? 2. How would that make the English feel toward the French? 3. Suppose it were not true, if the English believed it, would they

Authorities: School Histories; especially Barnes's, Edgar's, Parkman's *Struggle for a Continent*; Sloane's *French War and the Revolution* (American History Series); T'wain's *Colonies and Hart's Formation of the Union* (Epochs of American History Series); Larned, Vol. V; Bancroft's, Hildreth's, Scribner's, Andrews', Richardson's and Winsor's *Histories*; Hinsdale's *Old Northwest*; Roosevelt's *Winning of the West*; Parkman's *Montcalm and Wolfe*, also *Half a Century of Conflict*; Holme's *Annals of America*; Lodge's and Doyle's *Colonies*; Coffin's *Old Times in the Colonies*; Cooke's *Stories of the Old Dominion*; Johnson's *Old French War*, Scudder's *George Washington*.

EVENTS	RESULTS

act just the same, or differently? 4. Is an idea of as much force while believed as a fact? 5. Make a list of all the ways in which these wars may have affected the colonies. 6. How many lead to feelings against England? 7. What did the colonists learn that would be of use in a rebellion?

NEW ENGLAND COLONIES

Sources:* Fling and Caldwell's *Studies in History*, Part II, chs. V, VI, VII; *American History Studies*, No. 1; Hart's *American History*, Vol. I (see contents), II, Part III; *South Leaflets*, Nos. 7, 8, and 86; *American History Leaflets*, Nos. 7, 14, and 16; Preston's *Documents*; Hart's *Source Book*; Hart's *Source Readers*; State collections, especially Massachusetts.

Authorities:* Civil Government text books, especially Fiske's, and Macy's *Our Government*; Hinsdale's *American Government*, ch. II; Montgomery's *Students' History*; Wilson's *The State*, ch. XI; Frothingham's *Rise of the Republic*, chs. I, II, and III; Howard's *Local Constitutional History*, Part I; Curtis's *History of the Origin, Formation and Adoption of the Constitution*, Vol. I; Andrews' *History*, Vol. I, ch. VI; Hildreth's and Winsor's *Histories*; Doyle's, Lodge's, Thwaites's and Fisher's *Colonies*.

1. How were the towns governed in Massachusetts?
2. How governed in other New England Colonies?
3. On what subjects did the towns pass laws?
4. For what purposes did the towns raise money by taxation?
5. How were the affairs between towns regulated?
6. Between Colonies?
7. A short sketch of the "United Colonies of New England."
8. The effect of the French and Indian war in teaching the colonists how to govern themselves.

QUESTIONS: 1. How did the Governors get office? 2. What veto power had they? 3. What have we now that takes the place of the town meeting? 4. Turn to your copy of the constitution of the United States and on the margin opposite each clause whose origin we have found, write the time, place, and date of that origin.

*If references are not accessible, it may be well for the teacher to make these three lessons on colonial governments lecture recitations, letting each member take notes and then from his notes the following day, recite on the lesson.

PENNSYLVANIA

References: Same as for New England Colonies. (See page 40).

1. How long did Penn act as governor?
2. Who governed the colony after that?
3. What was the unit of government in Pennsylvania, the colony, the town, or some smaller district?
4. How was that unit governed?
5. How were affairs regulated between towns in Pennsylvania?
6. Between Pennsylvania and other Colonies?
7. Tell what you can of Committees of Correspondence.

QUESTIONS: 1. What is the unit of government in our State? 2. Show the relation of that unit to other parts. 3. If Pennsylvania belonged to an individual proprietor, could the people form a state of it? 4. How did it get into the Union? 5. On margin of the constitution write origin of clauses as directed after New England Colonies.

AN ESSAY ON.....**Sources:*****Authorities:**

Write an essay on the government of one of the Southern Colonies, let the outlines on New England and Pennsylvania give you suggestions for arranging your outline.

*Students to fill in Sources and Authorities.

QUESTIONS: 1. Is your colony typical of the Southern colonies? 2. What name will you give to the government in the Southern colonies? 3. In the Middle? 4. The New England? 5. On margin of constitution, write as directed under New England Colonies.

AUTHORS AND ORATORS

References: *Library of American Literature*, Vols. I. and II; Tyler's *American Literature During Colonial Times*; Richardson's *History of American Literature*; *American Men of Letters series*; Text-Books by Hawthorne and Lemmon, Smyth, Watkins, Richardson, and others; Jameson's *Dictionary of U. S. History*; Wendell's *History of American Literature*.

NAME AND BIRTHPLACE	DATE of BIRTH and DEATH	NAME of WORKS	SUBJECT and CHARACTERISTIC of WORKS
1. John Smith	1579-1632	A True Relation, General History of Virginia Description, of New England.	Life and adventure especially in America, always makes John Smith out to be the big fellow.
2. William Bradford			
3. Jno. Winthrop			
4. Thomas Hooker			
5. John Eliot			
6. Jonathan Edwards			
7. Benjamin Franklin			
8. Thomas Paine			
9. James Otis			
10. Patrick Henry			
11. Samuel Adams			
12. Thomas Jefferson			
13. Alexander Hamilton			
14. Francis Hopkinson			
15. Joseph Hopkinson			
16. Philip Freneau			
17. Charles B. Brown			

QUESTIONS: 1. What do you mean by an author? 2. An orator? 3. By literature? 4. To be an American author must a man be born here, write about American subjects, and live here? 5. Which are essential? 6. How many of the above do you consider fall within your strict definition of an American author? 7. What change in our Literature do you observe taking place during these times? 8. How do you account for it? 9. Is a history of Literature a history of life?

A HISTORY OF COLONIZATION

References: Your own notes.

Collect your notes, from which make an outline for a connected narrative carrying American history on from the time at which you left it on page 23 to the time that the King announced his policy to tax the colonies, that is 1765. After your teacher has approved your outline, write your narrative.

RELATIONS WITH ENGLAND

Sources: Hart's *American History*, Vol. I, pp. 184, 240, Vol. II, ch. VII. and pp. 415, 381; *American History Studies*, No. 3; Sheldon, pp. 131-38; *South Leaflets*, Nos. 10, 23, 60; *American History Leaflets*, Nos. 11, 19, 25; Hart's *Source Book*; Larned, Vol. V, p. 3192; *Library of American Literature*, Vol. III (see contents); Tyler's *Literary History of the Revolution* (see contents); Burke's *Speech on Conciliation*; Writings of the statesmen of the time.

Authorities: Hart's *Formation of the Union*, ch. III; Sloane's *French War and Revolution*, ch. X; Frothingham's *Rise of the Republic*, chs. IV-VI; Bancroft's, Winsor's, Hildreth's, Andrews', Ellis', Richardson's and Larned's *Histories*; Fiske's *Revolution*; Curtis's *History of the Constitution*.

1. Who managed the foreign affairs and was responsible for the protection of the colonies? Give illustrations of protection.
2. What English laws on commerce to which the colonists objected?
3. What laws on manufacturing?
4. What laws on judges, courts, and justice?
5. How did England justify herself?
6. As viewed by England, what was the real right to and purpose for which England taxed the colonists?
7. As viewed by the colonists?
8. A list of all you can find that would make the colonies desire to break away from England.

QUESTIONS: 1. What foreign affairs had the colonists? 2. Why could England manage them better than the colonists? 3. In what respects could the colonists manage them best? 4. Compare England's attitude and treatment of her colonies with ours. 5. What difference? 6. What similarity?

UNITED COLONIES OF NEW ENGLAND

Sources: *American History Leaflets*, No. 7; Preston's *Documents*, p. 87. Both of the above contain complete copies of the New England Articles of Confederation. *American History Studies* No. 2, pp. 29-31; Hart's *American History*, Vol. I, p. 417; Macdonald's *Select Charters*.

Authorities: School Histories; Thwaites's *Colonies*, p. 155; Fisher's *Colonial Era*, p. 133; Fiske's *New England*, p. 151; Chalmer's *Political Annals*, p. 177; Palfrey's *New England*, Vol. I, p. 623; Frothingham's *Rise of the Republic*, ch. II; Large Histories.

1. Time.
2. Purpose.
3. Nature of the union.
4. Results.

ALBANY PLAN OF UNION

Sources: *South Leaflets*, No. 9; Preston's *Documents*, p. 107; Hart's *American History*, Vol. II, p. 357; *American History Leaflets*, No. 14; Larned's *History*, Vol. V, p. 3175; Franklin's *Autobiography*; Macdonald's *Select Charters*.

Authorities: School Histories; Hart's *Formation of the Union*, pp. 28-30; Fiske's *Revolution*; Large Histories; Frothingham's *Rise of the Republic*, pp. 133-50.

5. Time.
6. Author.
7. Purpose.
8. Nature of the proposed union.
9. Why not accepted by the colonists.
10. By the government.
11. Results.

QUESTIONS: 1. Why could the colonists make laws regulating affairs with the Indians better than the English government could? 2. Do you find any evidence that there was a common feeling that the colonies would some day be free? 3. Why could they govern themselves better than England could? 4. If England had pursued the wisest course at this time, what would she have done? 5. Can our colonies or islands govern themselves better than we can? 6. What is our present policy? 7. Is it the wisest?

THE STAMP ACT CONVENTION

Sources: Caldwell's *American History*, pp. 134-38; *American History Leaflets*, No. 21; Macdonald's *Select Charters*, pp. 281-315; Hart's *American History*, Vol. II, ch. XXIII; Larned's *History*, Vol. V, pp. 3183, 3190; Preston's *Documents*, p. 188; Tyler's *Literary History*.

Authorities: School Histories; Hart's *Formation of the Union*, pp. 38-53; Sloane's *French War and Revolution*, ch. XI; Fiske's *War of Independence*, ch. IV; Frothingham's *Rise of the Republic*, ch. V; Curtis's *History of the Constitution*, book I, chs. II, III; Bancroft's, Hildreth's, Winsor's, Andrews', Ellis's, and Scribner's *Histories*; Green's *View of Revolution*, p. 72; Pitkin's *United States*, p. 178; Story's *Constitution*.

1. Time.
2. Place.
3. Purpose.
4. Colonies sending delegates.
5. Leaders.
6. Results.

THE FIRST CONTINENTAL CONGRESS

Sources: Caldwell's *American History*, pp. 146-47; Hart's *Source Book*; *American History Studies*, No. 4; Hart's *American History*, Vol. II, pp. 434-38; Preston's *Documents*, p. 192; Tyler's *Literary History*; *Library of American Literature*; Macdonald's *Select Charters*.

Authorities: School Histories; Fiske's *Civil Government*, p. 204; Hinsdale's *American Government*, p. 71; Larned's *History*, Vol. V, p. 3214; Frothingham, ch. IX; Hart's *Formation of the Union*; Large histories as before; VonHolst's *History*, Vol. I, p. 4.

1. Time.
2. Place.
3. Purpose.
4. Colonies sending delegates.
5. Leaders.
6. Results.

QUESTIONS: 1. Why are taxes needed? 2. Who should pay them? 3. What is a stamp act? 4. Have we a stamp act in force? 5. Were the colonists not represented as well as the people of England? 6. Would acts of the continental congress be binding? 7. Why? 8. Look up the subject of "general warrants" in English history. 9. What is our law regarding them? 10. Get a copy of a general warrant from the town officers and note its exactness.

THE UNITED STATES AND TERRITORIES

References: MacCoun's *Historical Geography*; School Histories, especially Channing's, Gordy's, Davidson's, and Montgomery's; Hart's Maps; Maps in the larger histories.

Draw a map of the original thirteen colonies.

THE CAUSES OF THE REVOLUTIONARY WAR

Sources: *Declaration of Independence*; Caldwell's *American History*; Sheldon's *American History*, pp. 125-47; Hart's *Source Book*; Hart's *American History*, chs. XXI, XXV; *American History Studies* No. 4; *Library of American Literature*, Vol. III, pp. 23-26; Larned's *History*, Vol. V, pp. 3192, 3203, 3210-14; Tyler's *Literary History of the American Revolution*; writings and orations of the statesmen of the period, especially Franklin, Henry, Adams, Otis; *English Orations*, Chatham's and Burke's.

Authorities: School Histories; Hart's *Formation of the Union*; Sloane's *French War and the Revolution*, chs. XI-XIII; Fiske's *War of Independence*, chs. I-IV; Fiske's *American Revolution*; Channing's *United States*; Woodburn's *Lecky's American Revolution*; Fisher's *True History of the American Revolution*; Andrews', Hildreth's, Richardson's, Bancroft's, Winsor's, Patton's, Ellis's, and Scribner's large histories; Frothingham's *Rise of the Republic*; Roosevelt's *Winning of the West*; Loosing's *Field Book of the Revolution*; American Statesmen Series. See Bibliography at the back of this outline.

The outline of the causes of the Revolution as given in Fling and Caldwell's *Studies in History*, pp. 294-96, is helpful here.

Indirect causes.

1. What was there in the CHARACTER OF THE AMERICANS, in their PURPOSE IN COMING TO AMERICA, in their OCCUPATIONS, and in their SOCIAL, POLITICAL AND RELIGIOUS LIFE that made it impossible for the English to understand and agree with them and impossible for them to understand and agree with the English?
2. What administrative measures helped to make the colonists wish for independence?
3. What legislative measures?

Direct causes.

4. What military movements to which the colonists objected?
5. What coercive legislation regarding certain ports?
6. What effect on public feeling had, (a) Boston Massacre?
(b) Boston Tea Party?

QUESTIONS: 1. What indirect cause of the Revolution do you find in Bacon's Rebellion? 2. In King Philip's War? 3. Some historians date the beginning of the Revolution 1763. Why? 4. Were the English people with or against their government for its treatment of the colonists? 5. What motives had the colonial agents to misrepresent the colonists to the king? 6. Do you find any evidence that they did so? 7. Apply the same questions to our present colonial agents or rulers. 8. Are you sure that you have read the causes from both sides? 9. Do you consider the above outline fair or has the English side been left out?

BEGINNING OF THE REVOLUTION

Sources: FOR 1, see Sheldon, pp. 125-33; *Burke's Conciliation*; Chatham's *Removing the Troops from Boston*; Hart's *American History*, Vol. II, pp. 407-9; *South Leaflets*, No. 47; FOR 2, Sheldon, pp. 149-50; Hart, Vol. II, pp. 546-50; FOR 3, Sheldon, pp. 153-54; Hart, pp. 550-51; *Familiar Letters of John and Abigail Hamilton*; FOR 4, *Library of American Literature*, Vol. III, pp. 252-53; FOR 5, *Library of American Literature*, Vol. III, pp. 201, 190.

Authorities: FOR 1, Channing's *Student's History*, p. 192; Montgomery's *Student's History*, p. 175; Hart's *Formation of the Union*, ch. IV; Frothingham's *Rise of the Republic*; FOR ALL, Sloane's *French War and the Revolution*; Patton's, Andrews', Larned's, Winsor's, Ellis's, Scribner's *Histories*; Fiske's *Revolution*; Green's *View of the Revolution*; Frothingham's *Siege of Boston*; Carrington's *Battles of the Revolution*.

1. Comparison of Antagonists.
 Compare England with America as to (1) Wealth.
 (2) Military organization.
 (3) Advantageous position.
 (4) Motives.
2. Described, battle of Lexington and Concord.
3. Bunker Hill and Siege of Boston.
4. Capture of Ticonderoga.

THE SECOND CONTINENTAL CONGRESS.

- | | | |
|---|-----------|-------------|
| 5. Time. | 6. Place. | 7. Purpose. |
| 8. Leaders. | | |
| 9. Colonies sending delegates. | | |
| 10. Acts passed or business transacted. | | |

QUESTIONS: 1. Would you have chosen Washington for commander? 2. Why? 3. At Lexington and Concord the Americans fought as the Indians do; where had they learned that? 4. What good would a Declaration of Independence do? 5. Is the Declaration of Independence considered sound political doctrine now? 6. Read it and see how many causes of the Revolution are mentioned therein? 7. Are any left out?

THE REVOLUTIONARY WAR

Sources: Sheldon's *American History*, pp. 148-89; Hart's *American History*, Vol. II (see index); *State Historical Collections*; *Library of American Literature*, Vols. III-IV (see contents); Tyler's *Literary History of the Revolution*; Thacher's *Military Journal*; Hart's *Source Book*.

Authorities: School Histories; Fiske's *War of Independence*; Fiske-Irving's *Life of Washington*; Fiske's *Revolution*; Loosing's *Field Book of the Revolution*; Carrington's *Battles of the Revolution*; Sloane's *French War and the Revolution*; Large histories as before.

1. What were the conditions in which Washington found the army on his arrival at Cambridge?*
2. What was done to drive General Howe from Boston?
3. Give a short narrative of Washington's campaign from the time he leaves Boston for New York until he crosses the Delaware.
4. What were the conditions of the country and the British plan of campaign for the next year?
5. Describe Burgoyne's invasion and tell how he came to be defeated.
6. Give a short narrative of Washington's operations from the time that he recrosses the Delaware until he goes into winter quarters at Valley Forge.
7. A short narrative of Washington's operations from the time he leaves Valley Forge until he goes south to Yorktown.
8. A narrative of the war in the South.
9. A narrative of the war in the West, especially George R. Clark's campaign.
10. Arnold's Treason.
11. The Tories.

QUESTIONS: 1. How do you account for the condition of the army? 2. Was a great leader and organizer needed? 3. Why was Washington called the American Fabius? 4. "Washington defeated Burgoyne." Can you see how he had anything to do with it? 5. What noted foreigners and what foreign nation helped the Americans? 6. Bennington and King's Mountain are called turning points. Why?

*The teacher cannot expect beginners to prepare on all of these topics. The author prefers to allow pupils to select a topic and then work it up by the source method. If each pupil works up one topic well that is much better than to skim over all. See Intro. paragraphs 19-22.

Sources: Same as pages 52-53. See Bibliography.

Authorities: See pages 52-53 and Bibliography.

NAME OF BATTLE	DATE	COMMANDERS		Which side was successful and why?
		American	British	
Lexington,	1775			
Ticonderoga,				
Bunker Hill,				
Quebec,				
Fort Moultrie,	1776			
Long Island,				
White Plains,				
Fort Washington,				
Trenton,				
Princeton,	1777			
Ticonderoga,				
Fort Schuyler,				
Bennington,				
Brandywine,				
Stillwater,				
Germantown,				
Fort Mercer,				
Monmouth,	1778			
Wyoming,				
Rhode Island,				
Cherry Valley,				
Savannah,				
Sunbury,	1779			
Kettle Creek,				
Brier Creek,				
Stony Point,				
Paulus Hook,				
Savannah,				
Monk's Corner,	1780			
Charleston,				
Camden,				

QUESTIONS: 1. How many battles? 2. How many won by the Americans? 3. Underline those which you consider decisive. 4. What seems to be the prevailing cause of failure on the part of the Americans? 5. Of the British? 6. In what part of the country were the most battles fought? 7. Why? 8. Were there any naval battles?

*Unless pupils need this for teacher's examination, the author advises that this lesson be omitted.

AN ESSAY ON.....

Sources:
Authorities:

Collect notes for an outline on some noteworthy event of the Revolutionary War. After the teacher has approved your outline made from these notes, write your essay.

THE ARTICLES OF CONFEDERATION

Sources: *Declaration of Independence*; *Articles of Confederation*, found in many works, such as Johnson's *American Politics*; Fiske's *Civil Government, South Leaflets*, No. 2, Preston's *Documents*, Macdonald's *Documents, American History Leaflets*, No. 7, etc.; Elliot's *Debates*; Sheldon's *American History*, pp. 198-99; Hart's *American History*, Vol. III; *Library of American Literature*, (see contents); Tyler's *Literary History of the Revolution*, (see index); Writings of the statesmen of the period; Hart's *Source Book*.

Authorities: Civil Governments; School Histories; Walker's *Making of the Nation*; Hart's *Formation of the Union*; McMaster's *History of the People of the United States*, Vol. I, pp. 130-35; Frothingham's *Rise of the Republic*; Large histories as before; John Marshall *American Statesmen Series* ch. V.

DECLARATION OF INDEPENDENCE

1. When, where, and by whom passed?
2. Who controlled the foreign affairs of the colonies after that?

ARTICLES OF CONFEDERATION

3. By whom formed?
4. When and by what colonies ratified?
5. What provision did they contain for:
 - (a) A Law-making department?
 - (b) Law-enforcing departments?
 - (c) Law-interpreting department?
 - (d) For raising money?
 - (e) Regulation of commerce?
6. The great defects of the Articles of Confederation and where these defects were manifested?

QUESTION: 1. Where did congress get authority to pass the Declaration of Independence? 2. Who began first to assume sovereign authority, the separate colonies or the continental congress? 3. What bearing would that have on "States Rights?" 4. Who adopted the Articles of Confederation, the Continental congress, the separate colonies, or the people? 5. What would probably have happened if something had not been substituted for the Articles of Confederation?

FORMATION OF THE CONSTITUTION

Sources: Caldwell's *American History*, pp. 203-11; *South Leaflets*, Nos. 12, 15, 70; *American History Leaflets*, No. 28; *American History Studies*, No. 5; Elliot's *Debates*; Madison's *Journal*; *Library of American Literature*, Vols. III, IV; Writings of statesmen of the time; Hart's *Source Book*.

Authorities: School Histories; Civil Governments; Fiske's *Critical Period*; Hart's *Formation of the Union*; Walker's *Making of the Nation*; Stephen's *Sources of the Constitution*; Fisher's *Evolution of the Constitution*; Frothingham's *Rise of the Republic*; Larned's, Andrew's, Richardson's, Von Holst's, McMaster's, Scribner's, Winsor's, Ellis's, Higginson's *Histories*; *American Statesmen*; Johnson's, Smith's, Curtis's, Ford's *Political Histories*.

FIRST CONSTITUTIONAL CONVENTION

1. Where.
2. When.
3. Purpose.
4. Leaders.
5. Results.

SECOND CONSTITUTIONAL CONVENTION

6. Where.
7. When.
8. Purpose.
9. Leaders.
10. The presiding officer.
11. The great questions and compromises.

THE CONSTITUTION

12. When adopted by the convention.
13. When ratified by the states.
14. Arguments for and against its ratification.
15. Exact words of the preamble.

QUESTIONS: 1. How long had the colonies been experimenting with constitution making? 2. From what nations did the colonists bring ideas of government? 3. Had they been here long enough to test those ideas on American conditions? 4. How many states does the Constitution say are necessary to ratify the Constitution? 5. How long did the Articles of Confederation say they were to last? 6. What right had nine states to break them? 7. What bearing would that have on "States Rights?" 8. Read Washington's Letter to the Governors and then say how far the Constitution meets his idea of a government.

THE CONSTITUTION

References: *The Constitution*; Johnson's *American Politics*; Civil Governments; Smith's *United States*; Stern's *Constitutional History*; Fisher's *Evolution of the Constitution*; Steven's *Sources of the Constitution*; Bryce's *American Commonwealth*; Hinsdale's *American Government*; Wilson's *Congressional Government*; Follett's *Speaker of the House*; Burgess's *Political Science*; Wilson's *The State*; *Congressional Government*; Woodburn's *The American Republic*.

LEGISLATIVE DEPARTMENT

The House, of whom composed?

Qualifications for membership.

Term of office.

Presiding officer.

Duties and powers regarding organization, judging of elections, and impeachments.

Special privileges regarding revenue laws.

The Senate, of whom composed?

Qualifications for membership.

Term of office.

How divided?

Presiding officer and when he may vote.

Special duties and powers regarding organization, treaties, appointments, and impeachment trials.

On what subjects may congress make laws?

QUESTIONS: 1. What is government? 2. Is it a necessary evil? 3. Why? 4. Has the speaker of The House too much power? 5. Why? 6. How can part of his power be taken away without weakening the House's facility and power in making laws? 7. Had any of the provisions of the Constitution regarding congress been untried by the colonies? 8. Had all the provisions been found to work in American society under American conditions? 9. Has society or the conditions changed? 10. Are there any changes needed in this part of our constitution?

THE CONSTITUTION

References: Same as on page 59, and Stanwood's *History of Presidential Elections*, now called *History of the Presidency; American Statesmen Series*.

EXECUTIVE DEPARTMENT

Of what composed?

The President; qualifications necessary.

How and when elected?

Term of office.

Powers and duties.

JUDICIAL DEPARTMENT

Of what composed?

The Supreme Court; of whom composed?

Term of office.

Jurisdiction.

Inferior courts established by congress.

The General Provisions.

How may the constitution be amended?

Amendments.

The history of a bill from the time it is introduced until it becomes a law.

QUESTIONS: 1. How many changes have been made in the constitution? 2. What did the constitution say about slavery? 3. Why is the jury system the "most democratic of all of our institutions?" 4. Do United States courts have juries? 5. Why? 6. What cases may be tried before United States Courts? 7. Does the constitution say anything about a cabinet for the President? 8. Why?

WASHINGTON

Sources: *South Leaflets*, Nos. 4, 10, 15, 38; *Riverside Literary Series*, No. 24; *Messages and Papers of the Presidents*; Hart's *American History*, Vol. II (see index); *Library of American Literature* (see index); Tyler's *Literary History* (see index); Hart's *Source Book*.

Authorities: School Histories; Scudder's *Washington*; Fiske-Irving's *Washington*; Irving's, Johnson's, Lodge's, Seeley's *Washington*; Thayer's *Turning Points in Successful Careers*; Bolton's *Famous American Statesmen*; Appleton's *Cyclopedia of Biography*; *Presidents of the United States*; *Orations of Everett, Webster, and Lee*; Hadley's *Washington and His Generals*; Abbot's *Washington and the Revolution*; Hale's *Washington*; Wilson's *Washington*.

Write an essay telling:

1. Great men's estimate of Washington.
2. Birth, parentage, and education.
3. Journey to French forts, and part in French and Indian War.
4. Election to commander-in-chief and special fitness.
5. A narrative of his work during the Revolution.
6. Part taken in the constitutional convention.
7. Election to presidency and wherein he showed himself a great statesman.
8. Death and burial.
9. Wherein he was "First in war, first in peace, and first in the hearts of his countrymen."

QUESTIONS: 1. Read Washington's Letter to the Governors (Legacy) and then tell whether you would have considered him a great statesman as well as a great warrior. 2. Read his Farewell Address and tell what good advice he gives us on questions of today.

WASHINGTON'S ADMINISTRATION

Authorities: School Histories; Hart's *Formation of the Union*, pp. 137-66; McMaster's *History*, Vol. I, pp. 525-304, Vol. II, pp. 1-88; Walker's *Making of the Nation*, chs. IV-VII; Larned's *History*, Vol. V, pp. 3302-14; VonHolst's *History*, Vol. I, ch. III; Andrews, Scribner's, Schouler's, Hildreth's, Ellis's, Richardson's Histories; Johnson's, Smith's, Ford's, Curtis', Stern's, London's, Howard's *Political Histories*; Stanwood's *History of the Presidency*; *American Statesmen Series*.

- Benjamin Franklin writes his autobiography.**

*The author suggests that topics in small print be treated as current events, and each pupil prepare one of them.

1797-1801

ADAMS'S ADMINISTRATION

Sources: *American History Studies*, Nos. 1, 2, second series; *American History Leaflets*, No. 14; Macdonald's *Select Documents*, pp. 135-80; *Messages and Papers of the Presidents*, Vol. I, pp. 228-316; Hart's *American History*, Vol. III; *Library of American Literature*, Vol. IV; Johnson's *American Orations*, Vol. I, p. 131; Hart's *Source Book*.

Authorities: School Histories; McMaster's *History*, Vol. II, chs. X-XI; Hart's *Formation of the Union*, pp. 164-75; Walker's *Making of the Nation*, ch. VIII; Larned's *History*, Vol. V, pp. 3314-26; VonHolst, Vol. I, ch. IV; Scribner, Vol. IV; Hildreth, Vol. IV; Schouler, Vol. I; Johnson's *American Politics*; Ford's *American Politics*; Stanwood's *History of the Presidency*; *American Statesmen*, especially Jefferson, Hamilton, Madison, Marshall, and Randolph.

1. Trouble with France, and the X. Y. Z. affair.
2. Alien law.
3. Sedition law.
4. Virginia and Kentucky resolutions.
5. Eleventh Amendment.

Navy department created. Capital removed to Washington.
 Stamp law and direct tax laws passed.
 Joseph Hopkinson writes, "Hail Columbia."
 Naturalization period changed from five to fourteen years.
 Steam engines begin to take the place of horse power.
 Washington's death. John Marshall becomes Chief Justice.
 Second census taken, population, 5,308,483.

Presidential Election; Parties and Candidates.

Issues and results.

QUESTIONS: 1. What trouble had we had with France before? 2. Of what does the eleventh amendment treat? 3. Is the sedition law now in force? 4. Get some lawyer to tell you what John Marshall did for our laws and Supreme Court.

1801-1809

JEFFERSON'S ADMINISTRATION

Sources: Sheldon's *American History*, p. 215; Macdonald's *Documents*, pp. 160-76; *South Leaflets*, No. 44; *American History Studies*, No. 6; Hart's *Source Book; Messages and Papers of the Presidents*, Vol. I, pp. 320-461; Hart's *American History*, Vol. III; Works of Jefferson, Madison, Gallatin, J. Q. Adams (*Memoirs*), Goodrich (*Recollections*).

Authorities: School Histories; Hart's *Formation of the Union*, ch. IX; Walker's *Making of the Nation*, chs. IX-X; McMaster, Vol. II, p. 583; VonHolst, Vol. I, p. 184; Andrews', Vol. I, ch. IX, Schouler, Vol. II, pp. 1-194; Adams's *History of the United States*, Vol. I and II; Scribner's, Hildreth's; Larned's, Richardson's, Ellis's, *Histories; American Statesmen*.

1. Louisiana Purchase, (1) from whom and for how much?
 - (2) Extent of territory.
 - (3) States made from it.
 - (4) Population then. (5) Now.
2. Twelfth Amendment.
3. Embargo Act.
4. Non-Intercourse Act.
5. War with Tripoli.

Importation of slaves forbidden.

Hamilton and Burr fight a duel in which Hamilton is killed.

Lewis and Clark explore Louisiana and the country west.

Burr is arrested for trying to set up a separate government in the west, but is acquitted.

The English ship, Leopard, fires upon our ship, Chesapeake.

An appropriation is made for a national road. Fulton invents the Steam Boat.

Henry Clay enters congress. Ohio admitted as a free state.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What in the constitution gave Jefferson the right to buy Louisiana? 2. Judging by the Twelfth Amendment, what trouble had our people found in running the new government? 3. What good did they think an Embargo act would do? 4. What was settled by the war with Tripoli? 5. By what clause in the Constitution has congress a right to make internal improvements, such as roads?

1809-1817

MADISON'S ADMINISTRATION

Sources: Johnson's *American Orations*, Vol. I; *Messages and Papers of the Presidents*, Vol. I, pp. 466-570; *Library of American Literature*, Vol. IV, pp. 203, 252, 236; Hart's *American History*, Vol. III; Macdonald's *Documents*, pp. 183-98; Writings of the statesmen of the time, especially J. Q. Adams's *Memoirs*, Goodrich's *Recollections*, Randolph's *Letters*, Dolly Madison's *Memoirs and Letters*.

Authorities: School Histories; Hart's *Formation of the Union*, ch. X; Walker's *Making of the Nation*, ch. XII; McMaster, Vol. III; chs. XXI-XXIII, Vol. IV, chs. XXIV-XXIX; Andrews, Vol. I, ch. X; VonHolst, Vol. I, pp. 226-72; Larned, Vol. V; Scribner, Vol. IV; Henry Adams, Vol. V; Shouler, Vol. II, pp. 194-444; Hildreth, Vol. VI; Tucker, Vol. II; Roosevelt's *Naval War of 1812*; Loosing's *Field-book of the War of 1812*; Breckenridge's *History of the Late War*; Macclay's *U. S. Navy*; John Marshall's *American Statesmen*, ch. VII.

WAR OF 1812

1. Causes; (1) Review of the Non-intercourse acts, Embargo act, Leopard and Chesapeake, Macon act, Napoleon's trickery, and the President and Little Belt.
 - (2) Indian troubles in the West.
 - (3) Young Congressman anxious to "dictate terms of peace at Quebec!"
 - (4) Impressment of our seamen.
 - (5) General disrespect shown to us and our flag by Great Britain.
2. Comparison of antagonists, (see outline under Revolution page 52).
3. Campaigns.
4. Results.

QUESTIONS: 1. How many naval engagements? 2. How many won by us? 3. What inventions could and would have prevented the battle of New Orleans? 4. Tell how the "Star Spangled Banner" came to be written. 5. What effect had the war on American industries? 6. On America's standing with other nations? 7. Did we have more cause to go to war with England than with France? 8. Why did we not go to war with France? 9. Do other nations now allow their people to come over here and become "naturalized?" 10. Do they allow people to come to them and be "naturalized?"

1809-1817

MADISON'S ADMINISTRATION

Sources: Caldwell's *American History*, pp. 220-29; For Hartford Convention, 238; *Messages and Papers of the Presidents*, Vol. I, pp. 466-586; Hart's *American History*, Vol. III; For Hartford Convention Resolutions, Macdonald's *Select Documents*, p. 198; Nile's *Register*, Vol. VII, pp. 305-13; Dwight's *History of the Hartford Convention*.

Authorities: School Histories; Hart's *Formation of the Union*; Walker's *Making of the Nation*; VonHolst's, McMaster's, Hildreth's, Andrews', Schouler's, Adams's, Tucker's, Scribner's, Richardson's, Larned's, Winsor's *Histories*; Stanwood's *History of the Presidency*; *American Statesmen*, especially J. Q. Adams, Clay, Calhoun, Madison and Webster; Taussig's *Tariff History*.

- 1 Industrial development.
- 2 Hartford Convention.
- 3 Tariff Act of 1816.
- 4 Internal Improvements.

Calhoun and Webster enter congress. Holmes, Lincoln and Poe are born. Edward Everett begins his work as preacher and orator. Congress declares war against Algiers and Decatur brings her to terms. Indiana is admitted as a free state. Creek war in the South and West. The second National Bank is chartered.

Presidential Election; Parties and Issues.

Candidates and Results.

QUESTIONS: 1. Compare the Hartford Convention with the Kentucky and Virginia Resolutions. 2. If you think that the new government is weakening, look up the decision of Marshall regarding the case of *McCulloch vs. Maryland*, and the Dartmouth College case. 3. Why should the tariff of 1816 be called the first "protective tariff?" 4. Was it constitutional? 5. Are internal improvements constitutional? 6. State the clauses in the Constitution that cover the cases. 7. Can you see any signs of an intellectual awakening?

1817-1825

MONROE'S ADMINISTRATION

Sources: Hart's *American History*, Vol. IV; *Messages and Papers of the Presidents*, Vol. II; *American State Papers*, Vol. III; Hart's *Source Book*; *American History Leaflets*, No. 4; *South Leaflets*, No. 56; *American History Studies*,* Nos. 9, 10; Macdonald's *Documents*, p. 228; Writings of the statesmen of the time

Authorities: School Histories; Hart's *Formation of the Union*; Burgess' *Middle Period*; McMaster's, Shouler's, Scribner's, Larned's, Andrew's, VonHolst's, Patton's, Ellis's, Winsor's, *Histories*; *American Statesmen*; Stanwood's *History of the Presidency*.

1. Treaty with England; What did it say regarding; (1) Fisheries, (2) Our northern boundary, (3) The Oregon country?
2. Treaty with Spain; What did it say regarding Florida?
3. Russia on the Pacific coast; What was Russia doing, and why did that interest us?
4. The "Holy Alliance!" Who entered into it, and for what purpose?
5. The Monroe Doctrine: Give President Monroe's exact words regarding foreign interference in American affairs and our interference in European affairs.
6. Where the Monroe doctrine has been tried and how it worked.
7. Missouri Compromise.

Mississippi, Missouri, and Alabama admitted as slave states.

Gas-lights come into general use. Erie canal begun.

First steam vessel crosses the Atlantic.

LaFayette visits the United States.

Irving and Cooper begin their literary careers.

Bryant's *Thanatopsis* and Irving's *Sketch Book* published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. Why should Monroe's Administration be called the "era of good feeling?" 2. Did he and his able cabinet help to make it so? 3. How may an exceptionally able cabinet be of service to us? 4. Does the present President have such a cabinet? 5. Which are more valuable to a nation, great diplomats or great generals? 7. Do we need both? Give reasons for your answer.

*Now called *A Survey of American History*.

See Introduction p. 10 paragraph 24 and International Policy p. 92.

1825-1829

J. Q. ADAMS'S ADMINISTRATION

Sources: Caldwell's *Survey of American History*, pp. 232-46; Caldwell's *American History*; Hart's *American History*; Benton's *Thirty Years' View*, Vol. I, pp. 44-118; *Messages and Papers of the Presidents*, Vol. II, pp. 292-430; *Journals of Congress*; Taussig's *Papers and Speeches on the Tariff*; *Statutes at Large*; Writings of the statesmen of the time.

Authorities: School Histories; Hart's *Formation of the Union*; Burgess' *Middle Period*; Patton, Vol. XI, ch. XLVII; Schouler, Vol. III, pp. 336-450; McMaster, Vol. V; Richardson's, Ellis's, Andrews', Larned's, Von Holst's *Histories*; *American Statesmen*; Stanwood's *History of the Presidency*.

1. Commercial Treaties: With whom negotiated, and results?
2. Tariff Act of 1828 (Bill of Abominations).
3. Creek and Cherokee question.
4. Internal Improvements: Erie Canal, National Roads, etc.

Anti-Masonic organization formed. The first railway is built.

Hawthorne, Whittier, and Poe begin their literary careers.

Temperance societies and temperance reform prominent topics.

Webster's Dictionary published. Cooper's *Last of the Mohicans* published.

At the laying of the corner stone of Bunker Hill Monument, Webster gives his great oration.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. "Adams negotiated more commercial treaties than all of his predecessors." What conclusions do you draw? 2. Was the tariff of 1828 really a bill of abominations? Give reasons for your answer. 3. What question comes up every time that we meet the Indian problem, what is the white man trying to do? 4. What are internal improvements? 5. Should the nation or the state make them? 6. Does the Erie Canal help you? 7. Suppose the railroads should try to put up the price for carrying grain to New York, what might we do? 8. From the last three administrations, would you call this a period of economic, social, religious, literary, or political advancement?

1829-1837

JACKSON'S ADMINISTRATION

Sources: FOR 1, Johnson's *American Orations*, pp. 367-420; Roosevelt's *Administration—Civil Service*; FOR 2, *Riverside Literature Series*, Nos. 121 and 122; *American History Leaflets*, No. 30; FOR 5, *American History Leaflets*, No. 24; FOR ALL, Hart's *American History; Messages and Papers of the Presidents*, Vol. II; Macdonald's *Documents*; J. Q. Adams's *Memoirs*; Sargent's *Public Men and Events*; Bentons' *Thirty Years' View*; *American History Studies*, Vol. II.

Authorities: School Histories; Wilson's *Division and Reunion*, chs. II, III; Burgess's *Middle Period*, chs. IX-XII; Patton, Vol. II; Andrew's, Vol. I; Von Holst (see index); Schouler, Vols. III-IV; Larned, Vol. V; Tucker, Vol. IV; Johnson's, Smith's, Stern's, *Political Histories*; Taussig's *Tariff History*; Stanwood's *History of the Presidency*.

1. Rotation in Office—"The Spoils System."
2. The Foot Resolution and Webster-Hayne Debate.
3. Nullification.
4. Compromise Tariff.
5. The bank controversy and Jackson's veto.

First railroad using locomotives opened. The Post Office Department established. Important commercial treaties negotiated. Abolition movement becomes prominent. Cherokees removed to west of the Mississippi. War with Black Hawk. Holmes, Longfellow, and Emerson begin their literary careers. George Bancroft begins his history of the United States. McCormick invents the reaper. John Ericsson invents the screw propeller. Irving's *Life of Columbus and His Companions*, published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. Have we rotation in office now? 2. Of what benefit is it? 3. Of what injury? 4. What effect on the country had the Webster-Hayne debate? 5. What three attempts at nullification had we had before this one? 6. What kind of banking system was recommended by Hamilton? 7. What kind of system did Jackson want? 8. What kind of system have we now?

1837-1841

VAN BUREN'S ADMINISTRATION

Sources: *Messages and Papers of the Presidents*; *Congressional Globe*, 25, 26, Cong.; *Adams's Memoirs*; *Benton's Thirty Years' View*; *Sargent's Public Men and Events*; *Macdonald's Documents*; Or SLAVERY, *Johnson's American Orations*; *South Leaflets*, Nos. 78-100; *Library of American Literature*, Vol. VI, pp. 222-30, 358; *American History Studies*, Nos. 7, 8; *American History Leaflets*, No. 10, *Hart's Source Book*.

Authorities: *School Histories*; *Wilson's Division and Reunion*; *Burgess's Middle Period*; *Patton*, Vol. II; *Von Holst*; *Schouler*; *Tucker*; *Larned*; *Stanwood*; *American Statesmen*.

1. Financial Crisis.
2. Independent Treasury Act.
3. Slavery Agitation in Congress.
4. Second Seminole War.

Slavery agitations and riots frequent. Temperance societies work with new enthusiasm. Prescott begins his *History*; Gray writes on *Botany*; Audubon on *Natural History*; Kent, Wheaton, and Story write on *Law*; Carey and Lieber on *Labor*. Discussions about corporations, capitalists, and monopolies. Laborers organize to resist "encroachments of capital, banks, and monopolies." Harnden begins the express business. Smithsonian endows the Smithsonian Institution. First Normal School started at Lexington, Mass. Emerson delivers his noted address, *The American Scholar*.

Presidential Election; Parties and Candidates.

Issues and results.

QUESTIONS: 1. What great questions seem to be coming up? 2. Which ones are now settled? 3. What fields of intellectual activity do we find the Americans entering? 4. Name some of the things which we enjoy, which we would not if we had no express business?

1841-1845

HARRISON-TYLER'S ADMINISTRATION

Sources: Caldwell's *American History: Messages and Papers*, Vol. IV, pp. 5-367; *Congressional Globe*, 26-28 Cong.; Benton's *View*, Vol. II, chs. VIII-CXXXIV; Hart's *American History*; For 2, Macdonald's *Documents*, p. 335; *Congressional Globe*, 29 Cong., 1st Sess. For 3, Macdonald, p. 344; *U. S. Statutes at Large*, Vol. V, pp. 797-98; *House and Senate Journals, Congressional Globe*, Benton's *Abridgement*. For 4, *Messages and Papers*, Vol. IV, pp. 63-68; Hart's *Source Book*. For 5, *Library of American Literature*, Vol. V, p. 84, Vol. VI, p. 391; *South Leaflets*, 78-100; *American History Studies*, Nos. 6, 7. For 6, Sheldon pp. 256-60; Macdonald, p. 355; *Messages and Papers*, Vol. IV, p. 257.

Authorities: School Histories; Wilson, Burgess, Scribner, as before; Schouler, Vol. IV, chs. XVI-XVII; Von Holst, Vol. II, chs. V-VI; *American Statesmen*; Nicolay and Hay's *Lincoln*, Vol. I; Stanwood's *History of the Presidency*.

1. Death of Harrison: What does the Constitution say that we shall do for a President under such circumstances?
2. The Webster-Ashburton Treaty.
3. The Texas Question.
4. Veto of "Fiscal Bank Bill."
5. Slavery Question.
6. The Oregon Question.

A commercial treaty with China negotiated.

Dorr's Rebellion in Rhode Island. Anti-rent difficulties in New York.

Fremont sent to survey route over the Rocky Mountains.

Lowell begins his literary work. Morse invents the telegraph.

The Mormons move to Utah. Prescott's *Conquest of Mexico* published.

Anæsthetic is discovered and begins to be used.

Presidential Elections; Parties and Candidates.

Issues and results.

QUESTIONS: 1. From the fact that Rhode Island was governed, until Dorr's Rebellion, by the charter granted by the King of England, what do you judge as to the liberty of the states under our government? 2. What effect on civilization has the telegraph had? 3. What question seems to be up for solution every administration? 4. What could have been done to settle it? 5. How does the Constitution provide for a Vice-President?

1845-1849

POLK'S ADMINISTRATION

Sources: Caldwell's *American History*; Hart's *American History*; *Messages and Papers of the Presidents*, Vol. IV; Benton's *View*. For 1, Macdonald's *Documents*, pp. 356-58; *Messages and Papers of the Presidents*, Vol. IV, p. 392; Irving's *Astoria*; Sheldon, pp. 256-61; Hart's *Source Book*. For 3, *Library of American Literature*, Vol. V, p. 464; Sheldon, pp. 576-80; Delano's *Life on the Plains*. For 4, Macdonald, p. 359; *House and Senate Journals and Congressional Globe*, 29th Cong., 1st Sess.; Benton, Vol. II, chs. 29-41, 64, 80-85, 90-91. For 5, Taussig's *State Papers*; *Con. Documents*; *Writings of the statesmen of the time*.

Authorities: School Histories; Wilson, Burgess, Patton, Von Holst, Winsor, Andrews, Larrard, Schouler, and Scribner, as before; H. H. Bancroft's *History of the Pacific States*; Taussig's *Tariff History*; Stanwood's *History of the Presidency*.

1. The Oregon Question.
2. The Wilmot Proviso.
3. The discovery of gold in California.
4. The Walker Tariff.

The first woman's rights convention is held at Seneca Falls.

The sewing machine is invented by Elias Howe.

Agassiz begins his scientific work in America.

Florida and Texas admitted as slave states.

Postage rates reduced from twenty-five cents to ten, for three hundred miles or less five cents. Iowa and Wisconsin admitted as free states.

Taylor's *Views Afoot*, Longfellow's *Evangeline*, Lowell's *Biglow Papers*, published.

Presidential Election; Parties and Candidates.

Issues and results.

QUESTIONS: 1. By what right did we claim Oregon? 2. Did England? 3. Russia? 4. Is the principle of the Wilmot Proviso now a law? 5. Is the Independent Treasury act of 1846 now in force? 6. What effect would such a high postal rate have on intellectual development? 7. What improvements were needed to make it still lower? 8. Compare it with present rates.

1845-1849

POLK'S ADMINISTRATION

Sources: Caldwell's *American History*; Sheldon's *American History*, pp. 267-75; Macdonald's *Documents*, pp. 346-55, 365-72; *Messages and Papers*, Vol. IV, pp. 437, 472-690; Grant's *Memoirs*, Vol. I, chs. III-VIII; Benton's *View*, Vol. II, chs. CXLIX-CLXI; Sargent's *Men and Events*; *Congressional Globe and Journals of Congress.*, 29-30th Cong.

Authorities: School Histories; Burgess's *Middle Period*; Wilson's *Division and Reunion*; Patton, Vol. II.; Andrews's, Vol. II, pp. 22-29; Larned, Vol. V; Winsor, Vol. VII, pp. 408-412; Von Holst, Vol. III, chs. III-XII; Schouler, Vol. IV; Blaine's *Twenty Years in Congress*, Vol. I, ch. IV; Wilson's *Slave Power in America*, Vol. II, chs. II-III; *American Statesmen*

MEXICAN WAR

1. Causes.
2. Comparison of antagonists.
3. Events:—
 - (1) Taylor's Campaign.
 - (2) Kearney's Campaign.
 - (3) Fremont in the West.
 - (4) Scott's Campaign.
4. Results.

QUESTIONS: 1. Were we justified in going to war? 2. What made the Americans so superior to the Mexicans? 3. Is there any nation that has such an advantage over us now? 4. Does it pay a nation to educate? 5. Of what value is the acquired territory now? 6. Could we have bought it cheaper than by going to war?

1849-1853

TAYLOR-FILMORE ADMINISTRATION

Sources: Caldwell's *American History*; For 2, Sheldon, pp. 291—99; Johnson's *American Orations*, Vol. II, pp. 123-219; Macdonald, p. 379; *House and Senate Journals*, and *Congressional Globe*, 31st Cong., 1st Sess. For 4, Macdonald, p. 373. For ALL, Hart's *American History*; Benton's *Thirty Years' View*; *Messages and Papers of the Presidents*; Writings of Clay, Davis, Seward, Greeley, Webster, Sumner, etc.

Authorities: School Histories; Wilson, Burgess, Patton, Andrews, Larned, Schouler, Von Holst, Rhodes, as before; Wilson's *Slave Power*, Vol. II; Lalor's *Cyclopedia*; American statesmen, especially Clay, Webster, Calhoun, Chase, Seward, Sumner, Lewis, Cass, and Davis.

1. Death of Taylor..
2. Compromise of 1850 ("Omnibus Bill"). What did it say about:—
 - (1) Fugitive Slave Law being re-enacted?
 - (2) Slave Trade in District of Columbia?
 - (3) California, New Mexico and Utah?
 - (4) Money paid to Texas?
3. Uncle Tom's Cabin.
4. Clayton-Bulwer Treaty.

Conflict between the Mormons and western settlers.

Lopez endeavors to create a revolution in Cuba.

Death of Calhoun, Clay, and Webster.

California admitted as a free state.

Wells, Fargo Co. establish an overland express to California.

Maine passes a prohibitory liquor law.

Survey for the Pacific Railroad ordered by Congress.

Parkman begins to write his works on American History.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What seems to be the one great question? 2. Which do you consider the more powerful, Henry Clay's Compromise or Mrs. Stowe's Book? 3. If she had had a right to take part in politics, would that have affected the force of her book any? 4. Give reasons for your answer. 5. Why did the government need a railroad to the Pacific?

1853-1857

PIERCE'S ADMINISTRATION

Sources: Caldwell's *American History*; For 1, *Messages and Papers*, Vol. V, pp. 210, 279. For 2, *American History Leaflets*, No. 2; Macdonald, p. 405; *House Exec. Doc.* 93, 33d Cong., 2nd Sess. For 3, Macdonald, p. 890; *Senate Doc.* 32d Cong., 1st Sess. For 4, Macdonald, p. 395; *American History Leaflets*, No. 17; *House and Senate Journals*, 33d Cong. For 5, Macdonald, p. 414; *House Journal Congressional Globe*, 34th Cong.; *Messages and Papers of the Presidents*, Vol. V, p. 352. GENERAL, Taussig's *State Papers*; Benton's *View*; Greeley's *Slavery Extension*; Johnson's *American Orations*; State Historical collections.

Authorities: School Histories; Wilson's *Division and Reunion*; Burgess's *Middle Period*; Patton, Vol. II; Andrews, Vol. II; Larned, Vol. V; Schouler, Vol. V; Von Holst (see index); Wilson's *Slave Power*; Greeley's *American Conflict*; Nicolay and Hay's *Lincoln*, Vols. I-II; *American Statesmen*; Stanwood's *History of the Presidency*.

1. Perry's Expedition to Japan.
2. Ostend Manifesto.
3. Gadsden Purchase.
4. Kansas-Nebraska Bill.
5. The Struggle in Kansas.

A railroad opened across the Isthmus of Panama.

Walt Whitman begins his literary career.

Charles Sumner delivers his Crime Against Kansas and is assaulted in the U. S. Senate. Gold, silver, and copper mines are developed in Arizona.

John Brown and three of his sons join the other four in Kansas where they become leaders of the free soil party.

Irving's *Life of Washington*, and Motley's *Rise of the Dutch Republic*, published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. Has our trade with Japan been worth anything? 2. What do we sell to her? 3. What does she pay for it with? 4. At what other times have we added to our territory by purchase? 5. Was the Kansas-Nebraska Bill constitutional? 6. Give reasons for your answer. 7. Of what interest to us are things in Panama? 8. What things seem to be growing in the West that will enable it to support a dense population?

1857-1861

BUCHANAN'S ADMINISTRATION

Sources: For 1, Macdonald, pp. 416-35; *American History Leaflets*, No. 23; *South Leaflets*. For 2, Sheldon, pp. 295-300; Douglas's *My Slavery and Freedom*; Macdonald, p. 385; For 3, Sheldon, pp. 304-8; *Century Magazine*, June, 1885; *South Leaflets*, No. 84; Sanborn's *Life and Letters of Brown*; Douglas's *Life and Times*. For 4, *Messages and Papers*, Vol. V, pp. 520-24; Writings of the statesmen of the time.

Authorities: School Histories; Walker's *Division and Reunion*; Burgess's *Middle Period and Civil War and Reconstruction*; Patton, Vol. II.; Andrews's, Vol. II.; Lalor's *Cyclopedia*; VonHolst, Vol. VI, ch. I; Rhode's *History*, Vol. II; Wilson's *Slave Power*; Schouler, Vol. V; Nicolay and Hay's *Lincoln*, Vol. I-II; See Bibliography at back of this outline.

1. Dred Scott Decision.
2. Fugitive Slave Law causes intense agitation.
3. John Brown's Raid.
4. Financial Panic of 1857.

Mormon Rebellion in Utah.

Petroleum found in Pennsylvania. Nevada silver mines discovered.

An effort made to lay an Atlantic cable. Another treaty with China.

Minnesota, Oregon, and Kansas admitted as free states.

South secedes and Confederacy formed.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What are the principal points of the Dred Scott Decision? 2. Were all of the judges of the same opinion? 3. Was John Brown a traitor? 4. Was he doing right? 5. Did he think that he was? 6. Did he make sufficient effort to find out? 7. Of what benefit is a commercial treaty with China? 8. Does it pay a nation to have a good reputation away from home? 9. Give reasons for your answer. 10. What great question do we meet again in this administration? 11. How could it be settled?

A MAP

References: *Hart's Maps*; *MacCoun's Historical Geography*; *Maps in School Histories*; *Wilson's Division and Reunion*; *Burgess's Middle Period*.

Draw a map of the United States, outlining that part which held slaves in 1860, red, the free states in black.

SECESSION

Sources: Caldwell's *American History*; Sheldon's *American History*, pp. 318-21; *American History Leaflets*, No. 18; Hart's *American History*, Vol. III, pp. 373, 410; Johnson's *American Orations*, Vol. III, pp. 230-332; *Messages and Papers of Presidents*, Vol. V, pp. 626-39; *Cong. Globe*, 36th Cong. 2nd Sess.; *State Collections*; Works of contemporary statesmen; Contemporary newspapers. Other references as already given; *Library of American Literature*, Vol. VI, pp. 409-47 470-81, 498-500, 506-8, 534-37; Hart's *Source Book*.

Authorities: School Histories; Walker's *Division and Reunion*; Burgess's *Civil Wars*; Patton 400 Years; Andrews', Larned's, VonHolst's, Scribner's, Rhode's and Schouler's *Histories*; Jefferson Davis's *Confederate Government*; Draper's *Civil War*; Wilson's *Slave Power*; *American Statesmen*; Stanwood's *Presidential Election*.

1. Causes, review:
 - (a) Gradual assumption of sovereign authority by continental congress.
 - (b) Condition of the States under the Articles of Confederation.
 - (c) Breaking Articles of Confederation "to form a more perfect union."
 - (d) Whiskey Rebellion.
 - (e) Kentucky-Virginia Resolutions.
 - (f) Hartford Convention.
 - (g) Nullification in South Carolina.
 - (h) Compromises and debates, especially Missouri and Webster-Hayne.
2. What had the election of Lincoln to do with it?
3. What had slavery to do with it?
4. Make a list of the states admitted to the union with date of admission; put the free states in one column and the slave states in another.
5. What difference between the North and the South in, (a) Occupations?
 - (b) Manners and customs?
 - (c) Education and religion?
6. Make a list of the articles which one could produce and for which the other could furnish a market.

QUESTIONS: 1. It is said that the following are essential to make a perpetual union among any people: first, common waterways or railroads running in every direction; second, common religion; third, common language; fourth, common heroes, songs, and poems; fifth, common achievements; sixth, equal opportunities for all. 2. Did the North and South lack any of these? 8. Were they of mutual help? 4. Did either help the other the more? 5. What motive can you give for men advising them to separate? 6. For which can you find proof? 7. Have the railroads and the Spanish War been of any use in uniting more solidly these two sections? 8. What? 9. If you read the Articles of Confederation and then the Constitution as an addition to them, how long do they say the union is to last? 10. Is that a fair way to read them? 11. Why?

1861-1865

LINCOLN'S ADMINISTRATION

Sources: Sheldon's *American History*; *American History Studies*, No. 10; Johnson's *American Orations*, Vol. IV; *Century War Book*; Nicolay and Hay's *Abraham Lincoln*; Hart's *Source Book*; Hart's *American History*, Vol. IV.

Authorities: School Histories; Wilson's *Division and Reunion*; Burgess's *Civil War and Reconstruction*; Dodge's *Bird's-eye View of the Civil War*; See Bibliography at back of this outline.

CIVIL WAR**Causes.****Comparison of antagonists.****Events, by campaigns.****1861.****1862.****1863.**

CIVIL WAR.—CONTINUED.

1864.

1865.

Results.

QUESTIONS: 1. Which do you consider had the greater influence to cause the war, States Rights or Slavery? 2. Define States Rights. 3. If we had had many railroads running north and south, what effect might they have had on the war question? 4. Do you think that either side understood the other? 5. Which would do more to create a mutual understanding, war or arbitration? 6. What bad results would have followed if we had let the South go? 7. What have the South and North in common that make them a united people?

BATTLES OF THE CIVIL WAR

Sources: See Civil War.

Authorities: See Civil War.

NAME OF BATTLES	DATE	COMMANDERS		Which side was successful and why?
1861, Fort Sumter, Bull Run, Ball's Bluff, Belmont, 1862, Fort Henry, Fort Donelson, Merimac & Monitor, Shiloh(Pittsburg L'n), Island No. 10, Fort Pulaski, New Orleans, Yorktown, Williamsburg, Fair Oaks, Seven Days Battle, 2d Battle Bull Run, Antietam, Fredericksburg, Vicksburg, 1863. Chancellorsville, Gettysburg, Chickamauga, Chattanooga, 1864. Wilderness, Spottsylvania, Cold Harbor, Atlanta, Kearsarge & Alabama. Winchester, Nashville, 1865. Five Forks, Petersburg,				

QUESTIONS: 1. How many important battles? 2. How many won by the North? 3. By the South? 4. Underline the ones that you consider decisive. 5. Tell why you consider each decisive.

AN ESSAY ON.....

Write an essay on one of the following topics, Kearsarge and its Battles, The Fight between the Merrimac and Monitor, Capture of Vicksburg, Capture of New Orleans, Battle of Gettysburg, Sherman's March to the Sea, Campaign from Washington to Richmond.

1861-1869

LINCOLN AND JOHNSON'S ADMINISTRATION

Sources: Sheldon's *History*; *American Leaflets*, History No. 26; Johnson's *American Orations*, Vol. IV; *Messages and Papers of the Presidents*; *Congressional Records*; Works of the statesmen of the time; Hart's *Source Book*.

Authorities: School Histories; Wilson's *Division and Reunion*; Burgess's *Civil War and Reconstruction*; and *The Constitution and Reconstruction*; Andrews', Patton's, Larned's, Richardson's, *Histories*; See Bibliography at back of this outline.

1. Lincoln's Reconstruction Policy.
2. Johnson's Reconstruction Policy.
3. Congress' Reconstruction Policy.
4. Maximilian in Mexico.
5. Impeachment of Johnson.

Assassination of Lincoln.

Atlantic Cable laid. Alaska purchased.

Bureau of Education established. Harte and James begin their literary careers.

Ku-Klux-Klan Organization. Tenure of Office Act passed.

Negro Suffrage granted in D. C. Cornell University founded.

Amendments to Constitution, XIII, XIV.

Treaty made with China giving religious freedom to citizens of either country residing in the other.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. Why did Congress not adopt Lincoln's plan? 2. Johnson's plan? 3. Was their own plan as good? 4. What effect had Lincoln's death on settling the war questions? 5. Was Johnson impeached? 6. What does the Constitution say that the House is to do when officers are to be impeached? 7. What does it say the Senate is to do? 8. What was the real question over which Congress and Johnson could not agree?

ABRAHAM LINCOLN

Sources: Sheldon's *American History*; *American History Studies*, No. 10; *American History Leaflets*, Nos. 18, 26; Nicolay and Hay's *Life of Lincoln*.

Authorities: Lowell's *Essay on Lincoln*; Herndon's *Abraham Lincoln*; Leland's *Life of Lincoln*; Morse's *Life (American Statesmen)*; Tarbell's *Life of Lincoln*; Schurs's *Lincoln*; School Histories.

Write an essay telling:

1. About Lincoln's birth, parentage, and youth.
2. What education he had, and how it prepared him for his future great work.
3. What there was in his favor and what there was against him when he became President.
4. As President and Commander-in-Chief of the Army, what great qualities of statesmanship and character he showed.
5. When, by whom, and for what reason he was assassinated.
6. Your opinion of him as the ideal American and why his death was a great loss to the South as well as to the North.

1869-1877

GRANT'S ADMINISTRATION

Sources: Johnson's *American Orations*, Vol. IV; Magazines; Papers; *Congressional Documents*; *Messages and Papers of the Presidents*; Hart's *Source Book*; Hart's *American History*, Vol. IV.

Authorities: School Histories; Brown's *History of the United States since the Civil War*, Vol. I; Jameson's *Dictionary of American History*; Andrews', Larned's, Patton's, and Richardson's *Histories*; Texts on Political Economy; See Bibliography at back of this outline.

1. Pacific Railroad opened.
2. Fifteenth Amendment ratified. Give exact words of the amendment.
3. Treaty of Washington.
4. Demonetization of silver.
5. Panic of 1873.

Railroad panic.

Signal Service Bureau established.

H. H. Bancroft begins to arrange material for his *History of the West*.

Telephone invented. Centennial Exposition held in Philadelphia.

Disastrous fires in Chicago and Boston.

Harte's *The Luck of Roaring Camp*, and Louisa M. Alcott's *Little Men*, published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What effect has the Pacific Railroad had on our civilization? 2. What has been the effect of the telephone? 3. What seems to have been the cause of the panic of '73? 4. Of what benefit to civilization is a great exposition? 5. What is the state of the silver question today?

1877-1881

HAYES'S ADMINISTRATION

Sources: Magazines; Papers; *Congressional Documents*; *Messages and Papers of the Presidents*; Writings of the statesmen and others of that time; *Hart's Source Book*; *Hart's American History*.

Authorities: School Histories; *Brown's History since the Civil War*; *Jameson's Dictionary*; *Andrews' Last Quarter Century*; See Bibliography.

1. Silver Act. Bland-Allison Bill.
2. Troops removed from the South.
3. Railroad strike.
4. Resumption of Specie Payment.
5. Treaty with China; What did it contain about immigration?

Cable begins his literary career.

Electric light discovered. The phonograph invented.

Grant's tour around the world. Johns Hopkins University founded.

By the Fishery Award England gets \$5,500,000.

Curtis delivers his oration on Public Duty of Educated Men.

Tyler's *History of American Literature*, and Wallace's *Ben Hur*, published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What had the troops been doing in the South? 2. Do strikes seem to be growing more frequent? 3. Why? 4. Define Specie, Specie Payment. 5. Which shows the higher civilization, to be producing great inventions, great colleges, and great literary works or to be winning in wars? 6. Give reasons for your answer.

1881-1885

GARFIELD AND ARTHUR'S ADMINISTRATION

Sources: Same as before. Authorities: Same as before. See Bibliography Since the Civil War

1. Star Routes Frauds.
2. Garfield's Civil Service Policy.
3. Assassination of Garfield.
4. Anti-Polygamy Bill.
5. Anti-Chinese Bill.

Trial of Guiteau.

Postal notes introduced. Letter postage reduced to two cents.

Northern Pacific Railroad completed. Standard Time adopted.

Alaska's Territorial government formed.

Trusts begin with the formation of the Standard Oil Trust.

International Exposition at New Orleans.

First volume of McMaster's History of the People of the U. S. published.

• Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What is Civil Service? 2. What is Standard Time? 3. Of what use to us is Alaska? 4. What are trusts? 5. What do broad, liberal minded men think of them? 6. Do trusts injure us? 7. Do they help in any way? 8. Is anything being done to control them?

1885-1889

CLEVELAND'S ADMINISTRATION

Sources: Same as before. Authorities: Same as before. See Bibliography.

1. Extension of Civil Service List.
2. Contract Labor Act.
3. Presidential Succession Bill.
4. Inter-state Commerce Law.
5. Chinese Exclusion Bill.

Natural gas begins to be used extensively for lighting and fuel.
Charlestown earthquake.
Department of Agriculture created.
Electoral count bill. Many labor riots.
Many pension bills vetoed.
Much discussion regarding the tariff law.
Lowell's Democracy and other addresses published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. Can you find any benefits from the department of Agriculture that is any knowledge or practices in your own neighborhood? 2. Do we know as much as we should about the raising of plants and animals? 3. Then of what use is a department of Agriculture? 4. Why should the Chinaman be excluded from our country? 5. Are labor riots justifiable?

1889-1893

HARRISON'S ADMINISTRATION

Sources: Same as before. Authorities: Same as before.

1. McKinley Bill.
2. Reciprocity Treaties.
3. International Copyright Law.
4. Australian ballot system adopted in 35 states.

Labor strikes.

Leland Stanford University founded. Drexel Institute founded.

Chicago University refounded. Trouble with Germany over Samoa.

Farmers' Alliance party becomes prominent. Pan-American Congress.

Johnstown flood. Bering Sea controversy. Indian trouble.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. The three colleges above were founded by millionaires. 2. Would it be better for them to give their money to the poor than to found schools? 3. By which are poor people helped more, by what is given them or by what is done to enable them to help themselves? 4. Of what benefit is a copyright law? 5. An international law? 6. What evils must have existed to make the Australian ballot popular? 7. Do you find labor strikes growing more numerous each administration? 8. What great question have we to solve?

1893-1897

CLEVELAND'S SECOND ADMINISTRATION

References: Same as under Hayes's administration. See Bibliography.

1. Repeal of the Sherman Act.
2. Panic of 1893.
3. The Wilson Tariff Act.
4. Bond Issue.

World's Fair (Columbian Exposition) held in Chicago. Labor strikes.

Hawaiian Annexation treaty rejected.

Peoples party, opposed to monopolies, strong in the west.

Venezuelan Boundary question threatens the Monroe doctrine.

Civil service extended. Klondike gold fields discovered.

Eliot's American Contributions to Civilization and Roosevelt's American Ideals published.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS; 1. What should be done to avoid labor strikes? 2. Of what benefit is the civil service? 3. Should skill and honesty be required of town and county officers as well as of national officers? 4. Are the officers whom you know the ablest men in the place? 5. Have they special qualifications? 6. Can any one in the class name any practices in his neighborhood that are the result of things learned at the World's Fair?

1897-1901

MCKINLEY'S ADMINISTRATION

References: Same as before.

1. Dingley Tariff Act.
2. Maine Affair and War with Spain (leave for next page).
3. Annexation of the Hawaiian Islands.
4. Expansion Question.
5. The Philippine War.
6. Gold from Alaska.

Rural mail delivery tried in many parts of the country.
Canned beef investigation. Monopolies much talked about.
Trouble with Indians. Automobiles introduced.
World's Peace Congress at the Hague. National Trust Conference.
Roosevelt's Strenuous Life delivered.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. What did the Republicans claim was the purpose of the Dingley tariff? 2. Did it meet the desired end? 3. What are the arguments against expansion? 4. For expansion? 5. What results so far?

1901-1905

MCKINLEY-ROOSEVELT'S ADMINISTRATION

Sources: Same as before. Authorities: See Bibliography.

1. Sampson-Schley controversy.
2. Municipal elections and agitations.
3. Relations with Cuba.
4. Isthmian Canal Treaty.
5. Selection of the Coal Strike arbitration board.
6. Trust legislation and discussions.

McKinley assassinated by an anarchist at the Buffalo exposition.
Department of Commerce created. The Hague Arbitration Court established.
Prince Henry of Prussia visits the United States.
Taft starts civil government in the Philippine Islands.
Rural free mail delivery extended to many parts of the country.
Reciprocity treaties and the Iowa Idea cause considerable discussion.
Venezuelan debt dispute referred to the Hague Court.

Presidential Election; Parties and Candidates.

Issues and Results.

QUESTIONS: 1. Of what benefit may trusts be? 2. Of what injury? 3. What is meant by "municipal ownership of public utilities?" 4. What are the arguments in its favor? 5. Against municipal ownership? 6. Of what benefit will an Isthmian Canal be to us? 7. What has been done to prevent strikes? 8. What more can be done?

1905-1909

.....**ADMINISTRATION**

OUR INTERNATIONAL POLICY

Sources: Washington's Farewell Address; *American History Leaflets*, No. 4; *Messages and Papers of the Presidents*; *Congressional Records*; *Councilor Reports*; *Political Orations*.

Authorities: School Histories; Larger Histories; Woolsey's *American Foreign Policy*; Curtis's *United States and Foreign Powers*; Foster's *Century of American Diplomacy* and *American Diplomacy in the Orient*; Papers and magazines, especially for 1898-99.

Write an essay telling:

1. What foreign policy Washington started and advised us to follow.
2. When and where we tested this policy, and how it worked.
3. What is meant by the Monroe Doctrine, where we tested it, and how it worked.
4. What change of policy made by the war with Spain.
5. What our present international policy is and what statesmen and political scientists think of it.

QUESTIONS: 1. Of what benefit is it to have the good will and respect of foreign nations? 2. How may that be gained? 3. What effect had the war with Tripoli and the war of 1812 on our foreign policy? 4. On the respect of foreign nations? 5. How might a bad money affect our foreign policy? 6. What is the extent of our foreign trade? 7. With whom is it principally carried on? 8. Of what advantage is it?

TERRITORIES AND ISLAND POSSESSIONS

Sources: The Ordinance of 1787, found in *South Leaflets*, No. 13; *American History Leaflets*, No. 32; Caldwell's *American History*, Part II, ch. III (old edition); Hinsdale's *Old Northwest* (Appendix); For other sources, Reports of the Commissioners, Congressional Record; Magazines and papers.

Authorities: Woodburn's *American Republic*; Bryce's *American Commonwealth*; Hinsdale's *Old Northwest*; Ireland's *Control of the Tropics*; Ireland's Articles in the Outlook for Nov. 22, 1902; Nov. 29, 1902; and May 9, 1903; Reinsch's *Colonial Government*.

Write an essay telling:

1. Of the land cessions during the Revolutionary War.
2. How the territories made out of the Old Northwest were governed.
3. What other forms of territorial government we had before the war with Spain.
4. What was said in treaties and done by congress before we purchased Alaska, about admitting the people of acquired territory as citizens.
5. What was said about admitting the people as citizens in the Alaskan treaty and treaties made since.
6. The territory added by the war with Spain, and how we govern it.
7. What great thinkers say of the benefits of our present system (a) to us (b) to the colonists.
8. The dangers that there are in the system for a republic.

QUESTIONS: 1. What effect had the early land cessions on the formation of a permanent union? 2. What had the control of the public lands to do with the Webster-Hayne debate? 3. Has the government ever made any money from its public land? 4. What has it done with it to help poor farmers, soldiers, education, and internal improvements? 5. What is there to be said for and against us as a people to control inferior races?

SLAVERY AND THE RACE PROBLEM

References: School Histories; Brown's *History of the U. S. since the Civil War*; Larger Histories; William's *History of the Negro Race in America*; Stanley's *Slavery and the Slave Trade*; Cable's *The Negro Problem*; Bruce's *The Plantation Negro as a Freeman*; Andrews' *Last Quarter Century*, Vol. I, chs. V, VI, Vol. II, pp. 150-56, 380-80; Bryce's *American Commonwealth*, Vol. II, ch. XCIII; *Library of American Literature*, Vol. VIII (see contents), Vol. X, pp. 488-92, Vol. XI, pp. 49-52; Hart's *Source Book*; Spear's *American Slave Trade*; Magazines, both back and current numbers.

Write an essay telling:

1. The condition of the Negro in Africa both now and before slavery began.
2. How slavery began in the United States, what states held slaves and how it came to die out in the North.
3. How slavery was abolished in the United States.
4. The amendments to the constitution that refer to slavery or the ex-slave.
5. What has been done for the Negro since the Civil War.
6. What "The Race Problem" is and what is being done to solve it.

QUESTIONS: 1. How many Negroes in the South at the close of the Civil War?
2. How many now? 3. How fast are they multiplying compared with the whites?
4. How do the increased facilities for education compare with that increase in numbers?
5. Were there more illiterate Negroes at the close of the Civil War than now?

POLITICAL PARTIES

Sources: Back numbers of magazines and newspapers; Newspaper Almanacs; Stanwood's *History of the Presidency*, contains platforms or extracts; Writings and orations of the statesmen.

Authorities: School Histories; Your notes under the different administrations; Woodburn's *Political Parties and Party Problems*; Ford's *Rise and Growth of Political Parties*; Macy's *Political Parties*; Stanwood's *History of the Presidency*; Johnson's *American Politics*; Smith's *Political History of the United States*; *American Statesmen Series*; *Lives of the Statesmen*.

Write a history of one of our most prominent political parties, treat especially of origin, leaders, principles advocated, presidents, measures that each has succeeded in getting into use, close with an account of the principles advocated now.

QUESTIONS: 1. Do you find that political parties existed in the colonies? 2. What was Washington's opinion of political parties? 3. Did they exist during his administration? 4. Are political parties beneficial or injurious to good government? 5. Give proof for your answer. 6. Can anything be said for the other side? 7. Do you find a political party that had all truth and no error on its side? 8. Did the makers of the Constitution make it to be run by party machinery? 9. What political parties, besides the two prominent ones, have we now? 10. What are their central doctrines? 11. Have they any unwise or unfair things connected with their better principles? 12. What can you say of the honesty, ability, and experience of their leaders? 13. Making the last three questions the test, what political party do you consider the best? 14. What good features of the other parties would you like to add to make it ideal?

THE TARIFF QUESTION

Sources: Caldwell's *Survey of American History*, pp. 221-32; Macdonald's *Select Documents*; Government reports; *American History Leaflets*, Nos. 15, 30; Johnson's *American Orations*, Vol. IV; *American History Studies* (second series); *Messages and Papers of the Presidents*.

Authorities: School Histories; Textbooks on Political Economy; Large Histories; Johnson's Smith's, Stern's *Political Histories*; Taussig's *Tariff History*; Magazines.

Write an essay telling:

1. What we mean by free trade, tariff, tariff for revenue only, protective tariff.
2. The nature, purpose, and effect of the tariff of 1789.
3. The effect of the war of 1812 on our tariff system.
4. The tariff as the cause of the Kentucky-Virginia resolutions and as the cause of "Nullification."
5. What the compromise of 1833 was.
6. The effect of the Civil War on the tariff.
7. Later acts, especially The McKinley Bill, The Wilson Bill, The Dingley Bill.
8. The arguments given by great economists in favor of a tariff.
9. The arguments given by great economists against a tariff.

QUESTIONS: 1. What is the tariff policy of the political party now in control?
2. Has it enacted any tariff legislation? 3. On what class or classes of articles is
the tariff now the heaviest?

TAXATION

References: Text Books on Economics and Civics; Hoffman's *Sphere of the State*; Bryce's *American Commonwealth*; Ely's *Taxation in American States and Cities*, also *Problems of Today*; Bastable's *Public Finance*; Adams's *Relation of the State to Industrial Action*; Jevon's *State in its Relation to Labor*; Jones's *Federal Taxation and the State Expenses*; Lalor's *Cyclopedia*; Large Histories; Magazines especially *Forum*, *Arena*, *Atlantic Monthly*, *North American Review*, *Public Opinion*, *Annals of the American Academy of Political and Social Science*; National, State and County Reports.

Write an essay telling:

1. The purpose of government and for what it needs taxes, and whether money so spent does us more good than it would if we spent it individually.
2. What is meant by direct taxes, poll tax, indirect taxes, tariff, and internal revenue. The advantages and disadvantages of each.
3. What trouble was experienced in levying taxes under the Articles of Confederation.
4. How taxes are levied now to pay (a) your school teacher and other expenses of your school district, (b) expenses of your road district, (c) township officers, (d) county officers, (e) state expenses, (f) national expenses.
5. What is meant by an income tax, when we tried it, and why declared unconstitutional.
6. What great economists think about changing our present system and what changes have been suggested.

QUESTIONS: 1. Are our national expenses increasing or decreasing? 2. Are the benefits to the people increasing or decreasing? 3. Name some of the benefits that you get from the taxes paid by your parents and neighbors. 4. A man gets \$1,000 from his farm which is within the city limits, who should pay the more taxes, he or a man who gets a salary of \$1,000? 5. Who does pay the more? 6. What is an income tax? 7. An inheritance tax? 8. A bounty? 9. A subsidy? 10. A land grant? 11. Which have been tried in American History? 12. What results? 13. Are any of them in use now? 14. Where?

MONEY

References: Large Histories; (see index) Text Books in Economics, especially Walker's, Ely's, Davenport's, and Guide's; Adam Smith's *Wealth of Nations*; Walker's *Money, Trade, and Industry*; Jevon's *Money and the Mechanism of Exchange*; Sherwood's *History and Theory of Money*; Royall's *Jackson and the U. S. Bank*; Magazines, especially *Forum*, *Arena*, *Atlantic Monthly*, *North American Review*, *Public Opinion*, *Current Literature*, *Annals of American Academy of Political and Social Science*, *American Historical Review*.

Write an essay telling:

1. What we mean by money, why it is needed, and what has been used as money.
2. What we mean by legal tender and what is now legal tender.
3. What we mean by free coinage, bimetallism, and whether one or both is now in use.
4. What we mean by bank money, what kinds we have tried, and which is now in use.
5. What is meant by irredeemable paper money, credit paper; when we used them and what was the result.
6. What political economists think of paper money, especially irredeemable.
7. What our money affairs have had to do with our great panics, and to what extent they have controlled political parties.
8. The special point at issue in our money problem of today, the leaders on each side and what each says will happen if the other has its way.

QUESTIONS: 1. In what places are the United States mints? 2. What is a mint? 3. What kind of banks in your town? 4. What are the essentials of a good material from which to make money? 5. Discuss the relative value of these materials: iron, copper, gold, silver, diamond.

OUR NATIONAL OFFICERS

EXECUTIVE DEPARTMENT

	STATE OF	ELECTED	SALARY
President.			
Vice-Pres.			

Cabinet	{	Sec. of State.
		Sec. of Treasury.
		Sec. of War.
		Att'y Gen'l.
		Postmaster Gen'l.
		Sec. of Navy.
		Sec. of Interior.
		Sec. of Agriculture.
		Sec. of Commerce.

LEGISLATIVE DEPARTMENT

Senate	{	Presiding officer.
		Number of members.
House	{	Members from our state
		Presiding officer.
		Number of Members.
		Number from our state.
		Name of our member.

JUDICIAL DEPARTMENT

Supreme Court	{	Chief Justice	of	state
		First Circuit.		
		Second "		
		Third "		
		Fourth "		
		Fifth "		
		Sixth "		
		Seventh "		
		Eighth "		
Ninth "				

QUESTIONS: 1. What eminent services has the President rendered that entitle him to that office? 2. What special qualifications for the office has he? 3. Name the duties of each member of the Cabinet. 4. What qualifications over and above those required by law should he require of each cabinet officer? 4. What are the legal qualifications for Senators and Representatives? 5. What other qualifications should we require? 6. How is each of our Senators and our Representatives qualified for his office? 7. Were these men elected because they were the best men for the offices? 8. What are the legal qualifications for a Supreme Judge? 9. What other qualifications should a Supreme Judge have?

AUTHORS AND ORATORS

References: Histories of American Literature; Encyclopedias; Appleton's *Cyclopedia of American Biography*; Jameson's *Dictionary of United States History*; *Library of American Literature*.

NAME	BIRTH AND DEATH	NAME OF WORK	CHARACTERISTICS OF WORKS
*Clay			
*Webster			
Hayne			
*Channing			
Calhoun			
*Irving			
Cooper			
Everett			
Bryant			
*Emerson			
*Hawthorne			
Whittier			
*Longfellow			
Holmes			
Poe			
Thoreau			
Holland			
Lowell			
Hale			
Greeley			
*Beecher			
Stockton			
Howells			
Hart			
Riley			

Those marked with * were chosen for the Hall of Fame.

HISTORIANS

References: Jameson's *History of Historical Writing America*, *Dictionary of United States History*; *Histories of American Literature*; *Bibliography*.

NAME	BIRTH AND DEATH	NAMES OF WORKS	CHARACTER OF WORKS
Sparks			
Motley			
Ticknor			
*Irving			
Prescott			
Hildreth			
Palfrey			
Parkman			
*Bancroft, G.			
Winsor			
Fiske			
McMaster			
Schouler			
H. von Holst			
Eggleston			
Hart			
Adams			
Sloane			

POLITICAL ECONOMISTS AND SOCIOLOGISTS

Walker			
Patton			
Ely			
George			
SOCIOLOGISTS			
Giddings			
Small			
Ward			

INVENTORS AND SCIENTISTS

References: School Histories; Larger Histories; Jameson's *Dictionary of United States History*; Appleton's *Cyclopedia of American Biography*; Bolton's *Famous Men of Science*; Youman's *Pioneers of Science*; Wright's *Children's Stories of Great Scientists*.

NAME	BIRTH AND DEATH	NAME OF INVENTION OR DISCOVERY	DATE	PRESENT RELATIVE USE
*Franklin				
*Fulton				
*Whitney				
Howe				
*Morse				
Field				
Edison				
Ericsson				
McCormick				
Pullman				
Bell				
Agassiz				
*Audubon				
*Gray				
Youmans				

OTHER EMINENT PERSONS

Mary Lyon

Noah Webster

*Horace Mann

Frances E. Willard

QUESTIONS: 1. Can you name any human activities in which we have not had eminent laborers? 2. Can a country produce anything more to be desired than the products given in the last three studies? 3. Has any other country surpassed us in the production of great men? 4. Are there any of those men who did not in some way add to your happiness? Mention eminent men of today in each of the various fields of activity of the last three lessons.

The Hall of Fame contains also the names of George Peabody, Peter Cooper, Gilbert Stewart, U. S. Grant, David C. Farragut, Robert E. Lee, Jonathan Edwards, John Adams, John Marshall, Joseph Storey, and James Kent, in addition to those given on pages 113 and 114 of this book.

A NARRATIVE HISTORY OF¹.....**Sources: (2)****Authorities:**

-
1. Name of your own state.
 2. Let pupil fill in his Sources and Authorities and make his own outline.

QUESTIONS: 1. In what does your state lead any other state? 2. All of the other states? 3. What great men has your state produced? 4. Great women? 5. Have they added any thing noteworthy to the world's advancement? 6. In what respects is your state the most favorable place in which to live?

TOPICS FOR COMPOSITIONS

1. What can be done to help the laboring man?
2. "What I have seen and heard," a story told by a ballot after election.
3. "What I have seen and heard," a story told by a bill after having become a law.
4. How ironclad vessels have affected naval warfare.
5. Marcus Whitman's Journey.
6. The adventures of a slave who escapes and goes to Canada.
7. A ride on Fulton's steamboat.
8. An account of LaFayette's visit.
9. "How I feel towards the white man," an imaginary interview with an Indian.
10. Machinery is humanity's assistant, not competitor.
11. How our unsettled lands have affected American public life.
12. How the railroad has affected life.
13. Why we do not elect great men for our presidents.
14. Defects in our present system of taxation.
15. The problem of the city.
16. The New South.
17. Our treatment of Criminals.
18. The State in its relation to the poor.
19. That "our system of public road making together with the antiquated, vicious system of taxation has given us roads which are a national disgrace."

QUESTIONS FOR DEBATE

1. Resolved, That Franklin by inventing the stove did more for humanity than did Whitney by inventing the cotton-gin.
2. Resolved, That it would have been better for the people of the U. S. if Washington's idea, of no political parties or party organizations could have been maintained.
3. Resolved, That Massachusetts contributed more to our civilization than did any other colony.
4. Resolved, That a Tory was justified, so far as man's judgment could tell at the time, in taking part with the British against the colonial government.
5. Resolved, That the War of 1812 should have been declared against France instead of England.
6. Resolved, That we should elect to the presidency our great men.
7. Resolved, That electricity is of more value to man than steam.
8. Resolved, That a citizen should stand by the Union rather than by his State.
9. Resolved, That our victories of peace surpass any victories of the battlefield.
10. Resolved, That Congress offered a better policy of reconstruction than did Johnson.
11. Resolved, That suffrage should be given to women.
12. Resolved, That the governor should appoint the state judges for life or during good behavior.
13. Resolved, That Harriet Beecher Stowe exerted a greater influence on American History than did Henry Clay.
14. Resolved, That it would be better to have the members of the legislature serve without pay.
15. Resolved, That the Southerners were as justified in seceding as the New Englanders were in taking part in the Hartford Convention.
16. Resolved, That the late war with Spain is unjustifiable on the part of the United States.
17. Resolved, That our present jury system should be abolished.
18. Resolved, That we should require an intellectual test for jurors.
19. Resolved, That our solution of the Philippine question was the wisest under the circumstances.
20. Resolved, That our colonial policy is for the best interests of the United States.

A SMALL WORKING LIBRARY*

Probably no two history teachers would agree upon just what books to have in such a small list. The author offers this list by way of suggestion only.

1. A good text-book, such as Hart's, Adams's and Trent's, Davidson's, McLaughlin's, McMaster's, Scudder's, Montgomery's, Channing's, Gordy's, or Eggleston's *Household History*.

2. Hart's *Source Book*, \$0.60, The Macmillan Co., New York.

3. Caldwell's *Survey of American History*, \$0.75, and Caldwell's *American Territorial Development*, \$0.75, Ainsworth & Co., Chicago.

4. Channing and Hart's *American History Leaflets*, 10 cts. each (\$3.30 per set), Ainsworth & Co., Chicago.

1. Letter of Columbus announcing his discovery, with extracts from his journal. 2. The Ostend Manifesto, 1854. 3. Extracts from the Sagas describing the voyages to Vinland. 4. Extracts embodying the Monroe Doctrine. 5. Documents illustrating Territorial Developments, 1763-1769. 6. Extracts relating to Bering Sea Controversy. 7. Articles of Confederation of New England Colonies. 8. Exact Text of the Constitution. 9. Voyage of John Cabot. 10. Governor McDuff's Message on the Slavery Question, 1835. 11. Jefferson's Proposed Instructions to the Virginia Delegates, 1774, and Original Draft of the Declaration of Independence, 1776. 12. Ordinances of Secession and other documents. 13. Coronado's Journey to New Mexico, 1540. 14. Plans of Union, 1696-1780. 15. The Virginia and Kentucky Resolutions, Alien and Sedition Laws, and other acts. 16. Territorial Development, 1584-1774. 17. Documents relating to the Kansas-Nebraska Act. 18. Lincoln's inaugural address and first message. 19. Extracts from the Navigation Acts. 20. Exact Text of Articles of Confederation, with the Franklin and Dickinson Drafts. 21. Stamp Act. 22. State Land Claims and Cessions 1776-1802. 23. Extracts from the Dred Scott Decision. 24. Bank Controversy 1829-33. 25. Massachusetts Body of Liberties. 26. Extracts from Lincoln's State Papers. 27. John Smith's History of Virginia. 28. Proposals to amend the Articles of Confederation. 29. Extracts from Bradford's and Mount's History of Plymouth. 30. Constitutional Doctrines of Webster, Hayne and Calhoun.

5. If more money can be used, the author recommends next, Hart's *Epochs of American History* (3 vols.), \$1.25 each, Longmans, Green & Co., New York; or *American History Series* (7 vols.), \$1.00 each, Chas. Scribner's Sons.

OLD SOUTH LEAFLETS (100 Numbers), 5 cents each, Directors of Old South Work, Old South Meeting-house, Boston. Also in cloth-bound volumes of 25 leaflets each, \$1.50 per vol.

1. The Constitution of the United States; 2. The Articles of Confederation; 3. The Declaration of Independence; 4. Washington's Farewell Address; 5. Magna Carta; 6. Vane's Healing Question; 7. Charter of Massachusetts Bay; 8. Fundamental Orders of Connecticut, 1638; 9. Franklin's Plan of Union, 1754; 10. Washington's Inaugurals; 11. Lincoln's Inaugurals and Emancipation Proclamation; 12. The Federalist, Nos. 1 and 2; 13. The Ordinance of 1787; 14. The Constitution of Ohio; 15. Washington's Circular Letter to the Governors of the States; 16. Washington's Letter to Benjamin Harrison, 1784; 17. Verrazzano's Voyage; 18. The Swiss Constitution; 19. The Bill of Rights, 1689; 20. Coronado's Letter to Mendoza, 1540; 21. Eliot's Narrative, 1670; 22. Wheelock's Narrative, 1762; 23. The Petition of Rights, 1628; 24. The Grand Remonstrance, 1641; 25. The Scottish National Covenant, 1638; 26. The Agreement of the People, 1648-9; 27. The Instrument of Government, 1653; 28. Cromwell's First Speech, 1653; 29. The Discovery of America, from the Life of Columbus by his son, Ferdinand Columbus; 30. Strabo's Introduction to Geography; 31. The Voyages to Vinland, from the Saga of Eric the Red; 32. Marco Polo's Account of Japan and Java; 33. Columbus' Letter, Describing the First Voyage; 34. Amerigo Vespucci's Account of his First Voyage; 35. Cortes' Account of Mexico; 36. The Death of DeSoto, from the Narrative of a Gentleman

*Any book mentioned in this Outline will be sent postpaid on receipt of the listed price by Ainsworth & Co., Chicago.

of Elvas; 37. Early Notices of the Voyages of the Cabots; 38. Henry Lee's Funeral Oration on Washington; 39. DeVaca's Account of his Journey to New Mexico; 40. Cutler's Description of Ohio, 1787; 41. Washington's Journal of his Tour to the Ohio, 1770; 42. Garfield's Address on the Northwest Territory and the Western Reserve; 43. George Rogers Clark's Account of the Capture of Vincennes, 1779; 44. Jefferson's Life of Captain Meriwether Lewis; 45. Fremont's Account of his Ascent of Fremont's Peak; 46. Father Marquette at Chicago, 1673; 47. Washington's Account of the Army at Cambridge, 1775; 48. Bradford's Memoir of Elder Brewster; 49. Bradford's First Dialogue.; 50. Winthrop's "Conclusions from the Plantation of New England"; 51. New England's First Fruits; 52. John Eliot's "Indian Grammar Begun"; 53. John Cotton's "God's Promise to His Plantation"; 54. Letters of Roger Williams to Winthrop; 55. Thomas Hooker's Way of the Churches in New England; 56. The Monroe Doctrine; 57. The English Bible; 58. Letters of Hooper to Bullinger; 59. Sir John Eliot's "Apologie for Socrates"; 60. Ship-Money Papers; 61. Pym's Speech Against Stratford; 62. Cromwell's Second Speech; 63. A Free Commonwealth, by John Milton; 64. Sir Henry Vane's Defense, 1662; 65. Washington's Address to the Churches; 66. Winthrop's Speech on Liberty; 67. Mather's The Bostonian Ebenezer; 68. The Destruction of the Tea, by Hutchinson; 69. Description of New Netherlands, by Adrian Van der Donck; 70. Debate on the Suffrage in Congress; 71. Columbus' Memorial to Ferdinand and Isabella; 72. The Dutch Declaration of Independence; 73. The Battle of Quebec; 74. Hamilton's Report on the Coinage; 75. Williams' Plan for the Peace of Europe; 76. Washington's Words on a National University; 77. Cotton Mather's Lives of Bradford and Winthrop; 78. The First Number of The Liberator; 79. Wendell Phillips' Eulogy of Garrison; 80. Theodore Parker's Address on the Dangers from Slavery; 81. Whittier's Account of the Anti-Slavery Convention of 1833; 82. Mrs. Stowe's Story of Uncle Tom's Cabin; 83. Sumner's Speech on the Crime against Kansas; 84. The Words of John Brown; 85. The First Lincoln and Douglas Debate; 86. Washington's Capture of Boston; 87. Morton's Manners and Customs of the Indians, 1637; 88. Hubbard's Beginning and End of King Philip's War, 1677; 89. Founding of St. Augustine, 1565, Menendez; 90. Amerigo Vespucci's Account of his Third Voyage; 91. Founding of Quebec, 1608; 92. The First Voyage to the Roanoke, 1584; 93. Settlement of Londonderry, N. H.; 94. Discovery of the Hudson River; 95. Pastorius' Description of Pennsylvania; 96. Acrelius' Description of New Sweden; 97. LaFayette in the American Revolution; 98. Letters of Washington and LaFayette; 99. Washington's Letters on the Constitution; 100. Robert Browne's "Reformation without Tarrying for Any"; 101. Grotius' Rights of War and Peace; 102. Columbus's Account of Cuba; 103. John Adams' Inaugural; 104. Jefferson's Inaugurals; 105. Account of Louisiana in 1803; 106. Calhoun on the Government of the United States; 107. Lincoln's Cooper Institute Address; 108. Chancellor Livingston on the Invention of the Steamboat; 109. Horace Mann on the Ground of the Free School System; 110. Choate on the Romance of New England History; 111. Kossuth's First Speech in Faneuil Hall; 112. King Alfred's Description of Europe; 113. Bede's Augustine in England; 114. The Hague Arbitration Treaty; 115. John Cabot's Discovery of America; 116. Drake on the Coast of California; 117. Forbisher's Voyage; 118. Gilbert's Expedition to Newfoundland; 119. Lane's Raleigh's First Roanoke Colony; 120. Gosnold's Settlement at Cuttyhunk; 121. John Smith's Description of New England; 122. Hakluyt's Discourse on Western Planting; 123. Passages from Dante's "De Monarchia"; 124. Passages from More's "Utopia" 125. Passages from Wyclif's Bible.

BOOKS FOR CHILDREN TO READ

As stated in our introduction, page 9, paragraphs 14 and 15, students are not expected to read all the books given in these lists, but PROPER PREPARATION for the STUDY OF AMERICAN HISTORY demands that each pupil read at least one work on each epoch or phase of our history.

1. Hulsted, *Stories of Indian Children*, 40 cents, Public-School Pub. Co.
2. Starr, *American Indian*, 45 cents, D. C. Heath & Co., Chicago or Boston.
3. Pratt, *Story of Columbus*, 40 cents, Educational Publishing Co., Chicago.
4. Brook, *Story of Columbus*, \$1.50, A. C. McClurg & Co., Chicago.
5. Towle, *Vasco de Gama*; 6. *Magellan*; 7. *Marco Polo*; 8. *Raleigh*; 9. *Drake*; 60 cents each, Lee and Shepard, Boston, Mass.
10. McMurry, *Pioneers of the Miss. Valley*, 40 cents, Public School Pub. Co.
11. *Pacific Histories*; 12. *Tales of Discovery on the Pacific Slope*, 60 cents each, Public-School Pub. Co., Bloomington, Ill.
13. *Stories of Marquette and La Salle*; 14. *Stories of Pizarro*; 15. *Stories of Pioneers*; 30 cents each, Educational Publishing Co., Chicago and Boston.
16. Abbot, *Captain Kidd*; 17. *Daniel Boone*; 18. *De Soto*; 19. *David Crockett*; 20. *Miles Standish*; 21. *Franklin*; \$1.25 each, Dodd, Mead & Co., Chicago.
22. N. Moore-Tiffany, *Pilgrims and Puritans*; 23. *From Colony to Commonwealth*, 60 cents each, Ginn & Co., Chicago or New York.
24. Gilman, *Colonization of America*, 48 cents, A. C. McClurg & Co., Chicago.
25. Earle, *Customs of Colonial Times*, \$1.25, Charles Scribner's Sons, N. Y.
26. *The Century Book of Famous Americans*; 27. *Century Book for Young Americans*; 28. *Century Book of the Revolution*; \$1.50 each, The Century Co., New York.
29. Cooke, *Stories of the Old Dominion*, \$1.00, The American Book Co., Chicago and New York.
30. Scudder, *Life of Washington*, 30 cents Houghton, Mifflin & Co., Chicago.
31. Henty, *With Wolfe in Canada*, 44 cents, A. C. McClurg & Co., Chicago.
32. Beaton, *Dames and Daughters of Colonial Days*, \$1.50, T. Y. Crowell & Co., N. Y.
33. Irving-Fiske, *Washington and His Country*, 75 cents, Houghton, Mifflin & Co.
34. Fiske, *War of Independence*, 30 cents, Houghton, Mifflin & Co., Chicago.
35. Smith, *The Colonies*, The Morse Co., New York.
36. Weem, *Life of Marion*, 40 cents, A. C. McClurg & Co., Chicago.
37. Coffin, *Boys of '76*; 38. *Story of Liberty*; 39. *Building of the Nation*; 40. *The Drum Beat of the Nation*; 41. *Marching to Victory*; 42. *Redeeming to Republic*; 43. *Freedom and Triumph*; 44. *Old Times in the Colonies*; 45. *Abraham Lincoln*, \$3.00 each, Harper & Brothers, New York.
46. Gilman, *Making of the Nation*, \$1.00, A. C. McClurg & Co., Chicago.
47. Seeley, *Story of Washington*, \$1.75, A. C. McClurg & Co., Chicago.
48. Watson, *Boston Tea Party*; 49. *Noble Deeds of our Forefathers*, 30 cents each, Lee and Shepard, Boston.
50. Bolton, *Famous American Statesmen*; 51. *Famous American Authors*; 52. *Boys Who Became Famous*; 53. *Girls Who Became Famous*; 54. *Famous Men of Science*, \$1.50 each, T. Y. Crowell & Co., New York.
55. Putnam, *Children's Life of Lincoln*, \$1.25, A. C. McClurg & Co., Chicago.
56. Craven, *Story of Lincoln*, 30 cents, Public-School Publishing Co., Bloomington.
57. Arnold, *Abraham Lincoln*, \$1.50, A. C. McClurg & Co., Chicago.
58. Chaplin, *Young Folks' History of the War*, \$2.50, Henry Holt & Co., Chicago.
59. Headley, *Life of Grant*, 60 cents, A. C. McClurg & Co., Chicago.
60. Judson, *The Young American*, 60 cents, Maynard, Merrill & Co., New York.
61. Austin, *Uncle Sam's Secrets*, D. Appleton & Co., Chicago.
62. Draper, *The Rescue of Cuba*, \$1.00, Silver, Burdett & Co., Chicago.
63. Chase and Clow's, *Stories of Industry* (2 Vol.), 40 cents each, Educational Publishing Co., Chicago.
64. Hart's, *Source Readers*, Vol. I. Colonial Children; Vol. II. Camps and Firesides of the Revolution; Vol. III. How our Grandfathers Lived, The Macmillan Co., N. Y.

SCHOOL AND COLLEGE TEXT BOOKS

SCHOOL HISTORIES

1. Caldwell's *American History*, \$1.10, Ainsworth & Co., Chicago.
2. Hart's *Essentials of American History*, The American Book Co., Chicago.
3. McLaughlin, *History of the American Nation*, \$1.40, D. Appleton & Co., Chicago.
4. Channing, *Students' History of the United States*, \$1.40, The Macmillan Co., New York.
5. Sheldon, *Studies in American History*; see under collections of Sources.
6. Montgomery, *Students' History of the United States*, \$1.40, Ginn & Co., Chicago.
7. McMaster, *School History of the United States*, \$1.00, American Book Co., Chicago.
8. Scudder, *New History of the United States*, \$1.25, Sheldon & Co., Chicago.
9. Thomas, *History of the United States*, \$1.25, D. C. Heath & Co., Chicago.
10. Fiske, *History of the United States*, \$1.25, Houghton, Mifflin & Co., Chicago.
11. Morris, *History of the United States*, \$1.25, J. B. Lippincott & Co., Philadelphia.
12. Gordy, *History of the United States*, \$1.25, Charles Scribner's Sons, New York.
13. Ellis, *Young Folks' History of the U. S.*, \$1.25, Lee & Shepard, Boston.
14. Barnes, *Brief History of the U. S.*, \$1.00, American Book Co., Chicago.
15. Mowry, *History of the United States*, \$1.00, Silver Burdett & Co., Chicago.
16. Gibson, *History of the United States*, \$1.25, A. Flanagan, Chicago.
17. Johnson, *History of the United States*, \$1.00, Henry Holt & Co., Chicago.
18. Anderson, *History of the United States*, \$1.25, Maynard, Merrill & Co., Chicago.
19. Eggleston, *History of the United States*, \$1.00, American Book Co., Chicago.
20. Judson, *Growth of the American Nation*, The Macmillan Co., New York.
21. Davidson, *History of the United States*, \$1.00, Scott, Foresman & Co., Chicago.

HOUSEHOLD HISTORIES

19. Eggleston, *History of the United States*, \$2.50, D. Appleton & Co., Chicago.

20. Barnes, *History of the United States*, \$2.50, A. S. Barnes & Co., New York.
21. *Ridpath's History* (?), new edition in preparation, Jones Bros., Cincinnati, O.

CIVIL GOVERNMENT AND ECONOMICS

22. Fiske, *Civil Government*, \$1.25, Houghton, Mifflin & Co., Chicago.
23. Hinsdale, *American Government*, Werner School Book Co., Chicago.
24. Macy-Bryce, *American Government*, \$1.75, The Macmillan Co., N. Y.
25. Ashley, *The American Government*, \$2.00, The Macmillan Co., Chicago and New York.
26. Woodburn, *The American Republic*, \$2.00, G. P. Putnam's Sons, New York.
27. McCleary, *Civil Government*, American Book Co., Chicago.
28. Walker, *Political Economy*, Advanced Course, \$2.00, Briefer Course, \$1.20, First Lessons, \$1.00, Henry Holt & Co., Chicago and New York.
29. Ely, *Outlines of Economics*, \$1.25, The Macmillan Co., New York.
30. Laughlin, *Political Economy*, \$1.25, American Book Co., Chicago.
31. Davenport, *Outlines of Economic Theory*, \$2.00, The Macmillan Co., New York.
32. Gide, *Political Economy*, D. C. Heath & Co., Chicago and Boston.

There are many other fairly good texts on these subjects, but space limits the number we can give.

AMERICAN POLITICS, POLITICAL SCIENCE, AND INTERNATIONAL LAW

33. Johnson, *American Politics*, 80 cents, Henry Holt & Co., Chicago and New York.
34. Ford, *American Politics*, \$1.50, Macmillan & Co., New York.
35. Bryce, *American Commonwealth* (2 Vols.), \$4.00, The Macmillan Co., New York.
36. Stanwood, *The Presidency*, \$2.50, Houghton, Mifflin & Co., Chicago.
37. Smith, *Political History of the U. S.*, \$2.00, The Macmillan Co., N. Y.
38. Hoffman, *Sphere of the State*, \$1.25, G. P. Putnam's Sons, New York.
39. Wilson, *Congressional Government*, \$1.25, Houghton, Mifflin & Co., Chicago.
40. Wilson, *The State*, \$2.00, D. C. Heath & Co., Chicago and Boston.

SCHOOL AND COLLEGE TEXT BOOKS—Continued

41. Burgess, *Political Science and Constitutional Law* (2 Vols.), \$5.00, Ginn & Co., Chicago.
42. Willoughby, *The Nature of the State*, The Macmillan Co., New York.
43. Lawrence, *International Law*, \$3.00, D. C. Heath & Co., Chicago.
44. Westlake, *Principles of International Law*, \$2.60, The Macmillan Co., New York.
45. Woolsey, *Our Foreign Policy*, \$1.25, Century Co., New York.
46. *The Foreign Policy of the U. S.*, \$1.00, Am. Academy of Political and Social Science, Philadelphia, Penn.
47. Moore, *American Foreign Policy, Diplomacy, and International Law*, Longmans, Green & Co., New York.
48. *Annals of the American Academy of Political and Social Science* (a magazine, published bi-monthly), \$5.00 per year, Academy of Political and Social Science, Philadelphia, Penn.

LARGE HISTORIES

1. Hart, *Epoch of American History* (3 Vols.), \$1.25 each, Longmans, Green & Co., New York.
1. Thwaites's *Colonies*. 2. Hart's *Formation of the Union*. 3. Wilson's *Division and Reunion*.
2. *American History Series* (7 Vols.), \$1.00 each, Charles Scribner's Sons, New York.
1. Fisher's *Colonial Era*. 2. Sloane's *French War and the Revolution*. 3. Walker's *Making of the Nation*. 4. Burgess's *Middle Period*. 5. Burgess's *Civil War War and Reconstruction*. 7. Burgess's *The Constitution and Reconstruction*.
3. Bancroft, *History of the United States*, extends to 1789 (6 Vols.), \$15.00, D. Appleton & Co., Chicago.
4. Patton, *Four Hundred Years of American History*, (2 Vols.), \$5.00, Ford, Howard and Hulbert, New York.
5. Andrews, *History of the United States*, (2 Vols.), \$4.00, Charles Scribner's Sons, New York.
6. Ellis, *Popular History of the United States*, (6 Vols.), \$18.00, Jones Brothers, Cincinnati, O.
7. Bryant and Gay's, now called Scribner's, *History of the United States*, (4 Vols., 1492-1870), Charles Scribner's Sons, N.Y.
8. Winsor, *Narrative and Critical History of America*, (8 Vols.), \$44.00, Houghton, Mifflin & Co., Chicago.
9. Larned, *History for Ready Reference*, (5 Vols.), \$25.00, C. A. Nichols, Chicago.
10. McMaster, *History of the People of the United States*, (6 Vols., 1789 to 1840), \$2.50 each, D. Appleton & Co., Chicago.
11. Von Holst, *Constitutional History of the United States*, (8 Vols., 1783 to 1861), \$25.00, Callahan & Co., Chicago.
12. Schouler, *History of the United States*, (5 Vols., 1783 to 1861), \$12.00, Dodd, Mead & Co., Chicago.
13. Hildreth, *History of the United States*, (6 Vols., 1492 to 1820), \$12.00, Harper Brothers, New York.
14. Adams, *History of the United States*, (9 Vols., 1801 to 1817), Charles Scribner's Sons, New York.
15. Thorp, *Constitutional History of the American People*, (2 Vols.), \$5.00, Harper & Brothers, New York.

COLLECTIONS OF SOURCES

1. Caldwell, *American History*, \$1.10, Ainsworth & Co., Chicago.
2. Hart, *Source Book of American History*, 60 cents, The Macmillan Co., New York.
3. Higginson, *Book of American Explorers*, \$1.00, Longmans, Green & Co., New York.
4. Sheldon, *Studies in American History*, \$1.25, D. C. Heath & Co., Chicago.
5. *Old South Leaflets*, (5 Vols.), \$1.50 each, Directors of Old South Church, Boston.
6. Channing and Hart, *American History Leaflets*, 33, Numbers, 10 cents each, Ainsworth & Co., Chicago.
7. Hart, *American History Told by Contemporaries*, (4 Vols.), \$2.00 per Vol., The Macmillan Co., New York.
8. Johnson, *American Orations*, (4 Vols.), \$1.25 each, G. P. Putnam's Sons, New York.
9. Preston, *Documents Illustrative of American History*, \$1.50, Putnam's Sons, New York.
10. Macdonald, *Select Charters*, (1606-1775), \$2.00, The Macmillan Co., New York and Chicago.
11. Macdonald, *Select Documents*, (1776-1861) \$2.25, The Macmillan Co., New York.
12. Tyler, *American Literature during Colonial Times*, (2 Vols.), \$2.50 each.
13. *Literary History of the Revolution*, (2 Vols.) \$3.00 each, G. P. Putnam's Sons, N. Y.
14. Stedman and Hutchinson, *Library of American Literature*, (11 Vols.), \$33, William Evarts Benjamin, New York.
15. *Messages and Papers of the Presidents*, Government Print, Washington.
16. *Historical Classic Reading*, Nos. 2, 3, and 4, 15 cents each, Maynard, Merrill & Co., New York.
17. Caldwell, *Survey of American History, Some Great American Legislators, and Territorial Development*, (3 Vols.), \$0.75 each, Ainsworth & Co., Chicago.
18. Caldwell, *American History Studies*, (30 numbers), 5 cents each, Ainsworth & Co., Chicago.

SPECIAL WORKS

- PHYSICAL GEOGRAPHY OF NORTH AMERICA.
1. Brigham, *Geographic Influence in American History*, \$2.00, Ginn & Co., Boston and Chicago.
 2. Shaler, *Nature and Man in America*, \$1.50, Charles Scribner's Sons, New York.
 3. Strong, *Our Country*, \$1.00, Baker and Taylor Co., New York.
 4. Patton, *Natural Resources of the U. S.*, \$3.00, D. Appleton & Co., Chicago.
 5. Patton, *Resources of the U. S.*, 30 cents, American Book Co., Chicago.
 6. Whitney, *United States*, \$2.00, Little, Brown & Co., Boston.
 7. Shaler, *The United States*, (2 Vols.), \$10.00, D. Appleton & Co., Chicago.
 8. Wright, *Industrial Evolution of the U. S.*, \$1.00, Flood & Vincent, Meadville, Pa.
 9. Guyot, *Earth and Man*, \$1.25, Charles Scribner's Sons, New York.
 10. The maps in Frye's and Redway and Hinman's *Geographies*. The government has men at work preparing a set of maps that will be very helpful.
For additional bibliography, see *Channing and Hart's Guide*, pp. 50-54.

THE INDIANS

11. Foster, *Prehistoric Races of the U. S.*, \$3.00, Scott, Foresman & Co., Chicago.
12. Grinnell, *Story of the Indian*, \$1.50, D. Appleton & Co., Chicago.
13. Ellis, *Red Man and White Man in North America*, \$3.50, Little, Brown & Co., Boston.
14. Ellis, *Indian Wars of the United States*, \$5.00, A. C. McClurg & Co., Chicago.
15. *Reports of the Bureau of Ethnology*, Government Print, Washington.
16. *Papers in Reports of the Smithsonian Institution*, Government Print.
For additional bibliography, see *Channing and Hart's Guide*, pp. 232-33 and index.

DISCOVERY AND EXPLORATION.

- Sources.
17. *The Story of Marco Polo*, \$1.50, The Century Co., New York.
 18. Payne, *Voyages of Elizabethan Seamen*.
 19. *Hakluyt Society's Publications*, Hakluyt Society, London. See also 1, 2, 3, 5, 6 and 7 under Collections of Sources.
- Secondary Writers
20. Winsor, *Columbus*, \$4.00, Houghton, Mifflin & Co., Chicago.
 21. Fiske, *Discovery of America*, \$4.00, Houghton, Mifflin & Co., Chicago.
 22. Irving, *Columbus*, \$1.50, (2 Vols.), A. C. McClurg & Co., Chicago.
 23. Thacher, *Christopher Columbus*, (3 Vols.), \$9.00, each, G. P. Putnam's Sons, New York.
 24. Anderson, *America Not Discovered by Columbus*, \$1.00, Scott Foresman & Co.
 25. Vining, *Inglorious Columbus*, \$5.00, D. Appleton & Co., Chicago.
 26. Maynard, *Historical Classic Readings*, (10), 15 cents each, Maynard, Merrill & Co., Chicago.
 27. Markham, *Columbus*.
 28. Brezley, *John Cabot and his Sons*, \$1.50, Longmans, Green & Co., New York.
 29. Harris, *Cabot*, \$7.50, A. C. McClurg & Co., Chicago.
 30. King, *DeSoto and his Men*, \$1.50, The Macmillan Co., New York.
 31. Hume, *Sir Walter Raleigh*, \$1.50, Longmans, Green & Co., New York.
 32. Winsor, *Cartier and Frontenac*, \$4.00, Houghton, Mifflin & Co., Chicago.
See *Large Histories*, 3, 4, 5, 6, 7, 8, 9, and 13. See *Parkman's works*, below.
For additional bibliography, see *Guide*, pp. 234-48.

Sources.

COLONIZATION

33. Collections of the state historical societies.
34. Bradford, *History of Plymouth Plantation*, \$1.00, Secretary of the Commonwealth, Boston, Mass.
35. Arber, *Story of the Pilgrim Fathers*, \$2.00, Houghton, Mifflin & Co., New York.
36. John Smith, *True Relations*.
See 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 17, and 18 under Collections of Sources.

Secondary Writers.

37. Fiske, *Old Virginia and her Neighbors*, \$4.00, Houghton, Mifflin & Co., Chicago.
38. Ellis, *Puritan Age and Rule*, \$3.50, Houghton, Mifflin & Co., Chicago.
39. Drake, *Making of Virginia*. 40. *Making of New England*. 41. *Making of the Middle Colonies*. 42. *Making of the Ohio Valley States*. \$1.50, each Charles Scribner's Sons, New York.
43. Eggleston, *Beginners of a Nation*, \$1.50, D. Appleton & Co., Chicago.
44. Fisher, *Men, Women and Manners in Colonial Times*, \$3.00, (2 Vols.).
45. Fisher, *Making of Pennsylvania*, \$1.50, J. B. Lippincott Co., Philadelphia.
46. Fiske, *Beginnings of New England*, \$2.00, Houghton, Mifflin & Co., Chicago.
47. Lodge, *History of the Colonies*, \$3.00, Harper Bros., New York.
48. Doyle, *English Colonies*, \$3.00, Henry Holt & Co., Chicago or New York.
49. McManus, *How the Dutch Came to Manhattan*, \$1.00, A. C. McClurg & Co., Chicago.
50. Weeden, *Economic and Social History of New England*, \$4.50, Houghton, Mifflin & Co.
51. Bruce, *Economic History of Virginia*, (2 Vols.), \$6.00, The Macmillan Co.
52. McCrady, *South Carolina*, (4 Vols.), \$3.50 each, The Macmillan Co., New York.
53. Trent, *Southern Statesmen*, \$2.00, T. Y. Crowell & Co., New York.
54. Earle, *Home Life in Colonial Days*, \$2.00, The Macmillan Co., New York.
55. Parkman, *French and English in North America*, (12 Vols.), \$2.00 each, Little Brown & Co., Boston.
56. Roosevelt, *Winning of the West*, (4 Vols.), \$10.00, G. P. Putnam's Sons, New York.
57. Hinsdale, *Old Northwest*, \$1.75, Silver, Burdett & Co., Chicago.
58. Hosmer, *A Short History of the Mississippi Valley*, \$1.20, Houghton, Mifflin & Co., Chicago.
59. *American Commonwealths*, edited by Scudder, (15 Vols.), \$1.25 each.
60. *American Statesmen*, edited by Morse, (30 Vols.), \$1.25 each, Houghton, Mifflin & Co.
61. *State Histories*, 60 to 85 cents each, (11 Vols.), American Book Co., Chicago.
See also 1, 2, 3, 4, 5, 6, 7, 8, 9, and 13 under Large Histories.
For additional bibliography see *Channing and Hart's Guide*, pp. 246-283.

THE REVOLUTION, AND FORMATION OF THE UNION Sources.

62. *Life, Public Service, etc., of Boudinot*, (2 Vols.), \$6.00, Houghton, Mifflin & Co.
63. *Familiar Letters of John and Abigail Adams*, \$2.00, Houghton, Mifflin & Co.
64. Watson, *Men and Times of the Revolution*, \$1.50, D. Appleton & Co., Chicago.
65. Madison, *Journal of Const. Convention*, \$5.00, Scott, Foresman & Co., Chicago.
66. *The Federalist and Other Papers*, \$5.00, Scott, Foresman & Co., Chicago.
67. Franklin, *Autobiography*, 40 cents, Houghton, Mifflin & Co., Chicago.
See also 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, and 13 under Collections of Sources.

SPECIAL WORKS—Continued

Secondary Writers.

68. Green, *View of the American Revolution*, \$1.50, Houghton, Mifflin & Co., Chicago.
69. Fiske, *American Revolution*, (2 Vols.), \$4.00, Houghton, Mifflin & Co., Chicago.
70. Fiske, *War of Independence*, 40 cents, Houghton, Mifflin & Co., Chicago.
71. Leckey, *American Revolution*, D. Appleton & Co., Chicago.
72. Lossing, *Field Book of the Revolution*, (2 Vols.), \$10.00, Harper & Brothers.
73. Frothingham, *Rise of the Republic*, \$3.50, Little, Brown & Co., Boston.
74. Fiske, *Critical Period*, \$2.00, Houghton, Mifflin & Co., Chicago or New York.
75. Bancroft, *History of the Formation of the Constitution*, \$2.50, D. Appleton & Co.
76. Fisher, *Evolution of the Constitution*, \$1.50, J. B. Lippincott & Co., Philadelphia.
77. Stephen, *Sources of the U. S. Constitution*, \$2.00, The Macmillan Co., New York.
See also 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, and 18 under *Large Histories*; and volumes in 60 above, also 78 below.
For additional bibliography, see Guide, pp. 285-328.

THE CONSTITUTIONAL PERIOD TO THE CIVIL WAR.
Sources.

78. Works of Washington, Hamilton, Madison, Monroe, Jefferson, Adams, Marshall, Mason, Franklin, and Jay, \$5.00 per Vol., G. P. Putnam's Sons, New York.
79. Maclay, *Journal*, (U. S. Senator, 1789-1791) \$2.25, D. Appleton & Co., Chicago.
80. Benton, *Abridgement of Debates in Congress, 1789-1856*, (16 Vols.),
81. Benton, *Thirty Years' View*, (2 Vols.), \$6.00, D. Appleton & Co., Chicago.
82. De Tocqueville, *Democracy in America*, (2 Vols.), \$5.00, The Century Co., N. Y.
83. Calhoun, *Works*, (6 Vols.), \$15.00, D. Appleton & Co., Chicago.
84. Everett, *Speeches*, (4 Vols.), \$12.00, Little, Brown & Co., Boston.
85. Webster, *Writings and Speeches*, (6 Vols.), \$18.00, Little, Brown & Co.
See also 1, 2, 4, 5, 6, 7, 8, 10, 12, and 14 under *Collections of Sources*.

Secondary Writers.

86. Stern, *Constitutional History*, \$1.25, G. P. Putnam's Sons, New York.
87. Landon, *Constitutional History*, \$3.00, Houghton, Mifflin & Co., Chicago.
88. Curtis, *Constitutional History*, (2 Vols.), Harper & Brothers, New York.
89. Gilmore, *Advanced Guard of Western Civilization*, \$1.50, D. Appleton & Co.
90. Winsor, *Westward Movement*, \$4.00, Houghton, Mifflin & Co., Chicago.
91. Houston, *Critical Study of Nullification*, \$1.25, Longmans, Green & Co., N. Y.
92. Powell, *Nullification and Secession (six attempts)*, A. C. McClurg & Co., Chicago.
93. Griffiths, *First American Envoy to Japan*, \$2.00, Houghton, Mifflin & Co., Chicago.
94. Royall, *Jackson and the U. S. Bank*, 25 cts., G. P. Putnam's Sons, New York.
See 33, 34, 36, 37 under *School and College Text-books*; also 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 15 under *Large Histories*; and 59 above.
For additional bibliography, see Guide, pp. 329-401.

CIVIL WAR AND RECONSTRUCTION

Sources.

95. Greeley, *American Conflict*.
96. Davis, *Rise and Fall of the Confederate Government*, (2 Vols.), \$10.00.
97. *The Century War Book*, The Century Co., New York.

98. Herndon, *Abraham Lincoln*, \$3.00, D. Appleton & Co., Chicago.
99. Nicolay and Hay's *Abraham Lincoln*, (10 Vols.), \$20.00, The Century Co.
100. Seward, *Diplomatic History of the Civil War*, \$3.00, Houghton, Mifflin & Co.
101. *Works of Lincoln*, (10 Vols.), \$20.00, The Century Co., New York.
102. Grant, *Memoirs*, \$5.00, The Century Co., New York.
103. Sherman, *Recollections*, \$4.00, The Werner Co., Akron, O.
104. Blaine, *Twenty Years in Congress*, (2 Vols.).
105. *Battles and Leaders of the Civil War*, (4 Vols.), \$20.00, The Century Co.
See 1, 2, 4, 5, 6, 7, 8, 11, 14, and 15 under *Collections of Sources*.

Secondary Writers.

106. Dodge, *Bird's-eye View of the Civil War*, Houghton, Mifflin & Co.
107. Rope, *Story of the Civil War*, (2 Vols.), G. P. Putnam's Sons, New York.
108. DuBois, *Suppression of the African Slave Trade*, \$1.50, Longmans, Green & Co.
109. Wilson, *Rise and Fall of the Slave Power*, (3 Vols.), \$9.00, Houghton, Mifflin & Co.
110. Taylor, *Destruction and Reconstruction*, \$2.00, D. Appleton & Co., Chicago.
111. Taylor, *Four Years with Lee*, \$2.00, D. Appleton & Co., Chicago.
112. Porter, *Incidents of the Civil War*, \$2.00, D. Appleton & Co., Chicago.
113. Higginson, *Army Life in a Black Regiment*, \$2.00, Houghton, Mifflin & Co.
114. Scott, *Reconstruction*, \$2.00, Houghton, Mifflin & Co., Chicago.
115. Fiske, *The Mississippi Valley in the Civil War*, \$2.00, Houghton, Mifflin & Co., Boston and Chicago.
See 1, 2, 4, 5, 6, 7, 8, 9, 13, and 18 under *Large Histories*, also 59 above.
For additional bibliography, see Guide, pp. 402-427.

SINCE THE CIVIL WAR.

116. Andrew, *Last Quarter Century*, (2 Vols.), \$4.00, Charles Scribner's Sons.
117. Taussig, *Tariff History*, \$1.25, G. P. Putnam's Sons, New York.
118. Dewey, *Financial History of the U. S.*, Longmans, Green & Co.
119. Woodburn's, *Political Parties*, G. P. Putnam's Sons, New York.
120. Scuyler, *American Diplomacy*, \$2.50, Chas. Scribner's Sons, New York.
121. Cable, *Negro Question*, Charles Scribner's Sons, New York.
122. Draper, *Rescue of Cuba*, \$1.00, Silver, Burdett & Co., Chicago.
123. Hill, *Cuba and Porto Rico*, \$3.00, The Century Co., New York.
124. Wooster, *The Philippine Islands*, \$4.00, The Macmillan Co., New York.
125. Blackman, *Making of Hawaii*, \$2.00, The Macmillan Co., New York.
126. Dallinger, *Nominations for Elective Office in the U. S.*, \$1.50, Longmans, Green & Co., New York.
127. Follet, *Speaker of the House*, Longmans, Green & Co., New York.
128. Conklin, *City Government in the U. S.*, \$1.25, D. Appleton & Co., Chicago.
129. Washington, Booker T., *Future of the American Negro*, \$1.50, D. Appleton & Co., Chicago.
130. Tamblay, *Hawaii and its People*, \$1.00, Silver, Burdett & Co., Chicago.
131. Dinwiddie, *Porto Rico*, \$2.00, Harper & Brothers, New York.
132. Mahan, *The Influence of America in Sea Power*, \$4.00, Little, Brown & Co., Boston.

SPECIAL WORKS—Continued

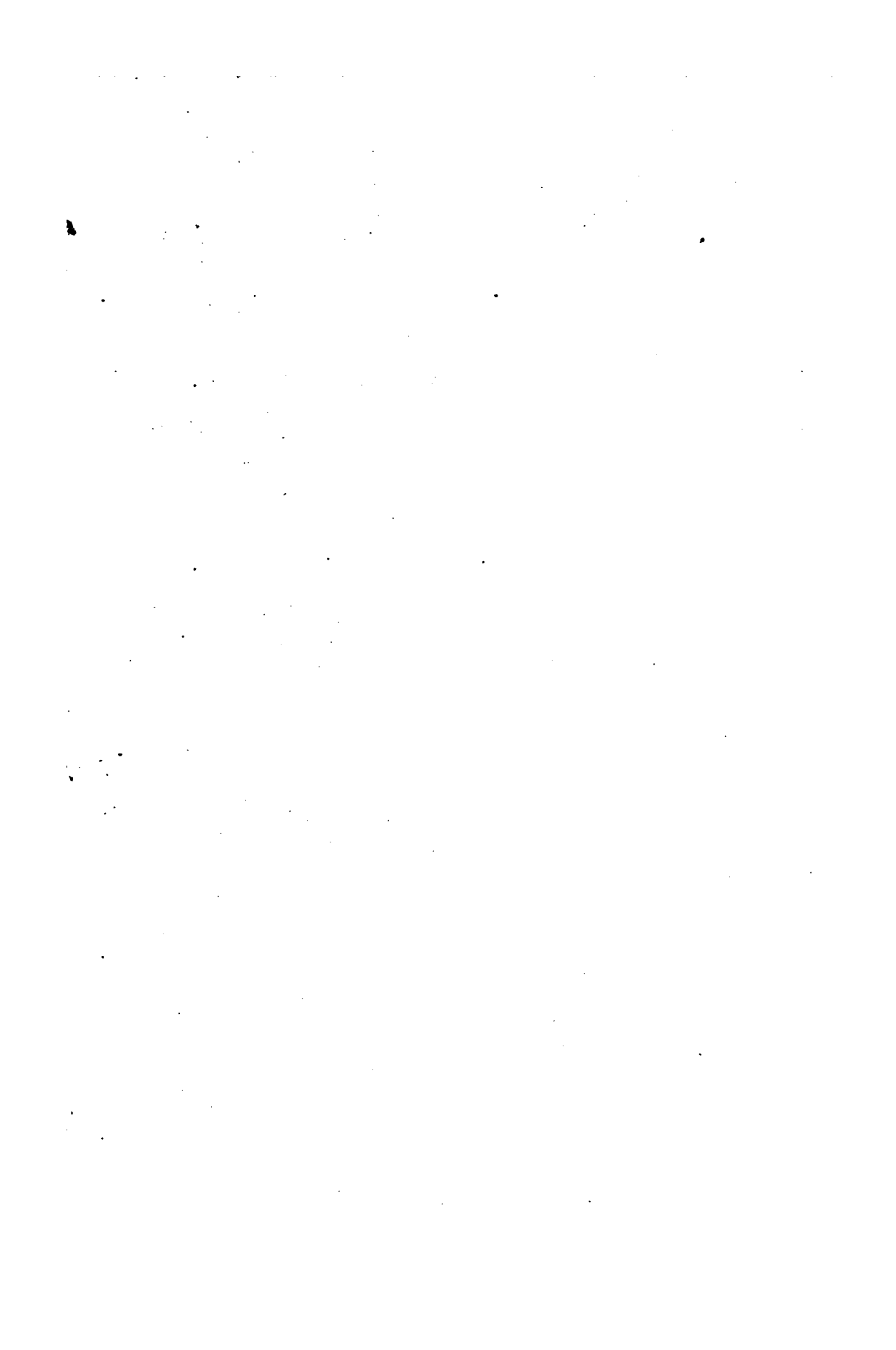
133. Morris, *The Nation's Navy*, \$1.50, J. B. Lippincott & Co., Philadelphia. *For our colonial governments, see 23 and 35 under School and College Text-books, and 55 above (under Colonies).*
134. Maelay, *The History of the United States Navy*, \$7.50, D. Appleton & Co., Chicago.
135. Reinch, *Colonial Government*, \$1.25, The Macmillan Co., New York.

The author suggests that the teacher have pupils add such other works as have been published since this bibliography was printed.

The best place to find information on current history is in magazines such as the *Independent*, New York; *The Outlook*, New York; *The Century*, New York; *The Arena*, New York; *Appleton's Science Monthly*, New York.

The American Historical Review, issued quarterly at \$3.00 per year The Macmillan Co., New York.

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